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ABSTRACT

Life skills are problem solving behaviors applied appropriately and responsibly in the management of one's life. The purpose of this book is to make available evaluation reports on the use of the life skills course conducted by a variety of organizations. Each evaluation study was based on a different experimental design and in some cases the evaluation was done by the implementer. The evaluation report on the course conducted by Mental Health/Alberta represents one of the most thorough psychometric evaluations of a life skills course to date. The reports in this book indicate some of the variety of applications being made of the life skills course: mental health, probation and housing. Since the purpose of evaluation is to provide information to decision makers whether they be potential adopters. adapters or developers, it is appropriate that this book on life skills evaluation should include a plan for re-developing the life course. (Author/PC)

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INTRODUCTION

Life skills are problem solving behaviors applied appropriately and responsibly in the management of one's life. Life skills training uses the techniques of behaviour rehearsal to teach these skills in five areas of life responsibility: self, family, community, job and use of leisure time.

The development of the first life skills course was undertaken by Saskatchewan NewStart in 1968 and the course was conducted experimentally in the winter of 1969. Saskatchewan NewStart evaluated that course and prepared a second version of the program. This cycle was repeated several times until the current edition was produced in 1972. In the course of this experimental testing some 400 adults experienced the entire course at Saskatchewan NewStart thus providing a substantial number for evaluating the program.

In addition to the evaluation of the life skills course conducted in Prince Albert by Saskatchewan NewStart many other evaluations were, and continue to be made. These evaluations, like the ones by Saskatchewan NewStart embrace many considerations including spontaneous student and instructor reactions; apparent impact of the course on student behaviour in the institution and the community; cost of conducting the course and other administrative considerations; and theoretical analyses of the course. Few of these evaluations have been published yet it is important for all who are interested in life skills training to have such information available to them. The psychometric evaluations of the courses conducted at Saskatchewan NewStart have been reported in some detail in Readings in Life Skills.

The purpose of this book is to make available evaluation reports on the use of the life skills course conducted by a variety of organizations. Each evaluation study was based on a different experimental design and in some cases the evaluation was done by the implementer. In two cases separate evaluations were done by implementers and evaluators. Unfortunately at the time of going to press it was not possible to obtain both sets of reports for publication. The completion of the report of the psychometric evaluation of the life skills course conducted by the Manitoba Probation Services has been delayed by changes in staff. It is hoped, however, to include the report in a subsequent edition of this book.

The evaluation report on the course conducted by Mental Health/ Alberta represents one of the most thorough psychometric evaluations of a life skills course to date. In addition to the data presented in this report the Association has examined the results of the course in terms of " the practical aspects of the situation regarding employment and other factors" not considered in the psychometric evaluation. The executive director, Mr. Walter G. Coombs, of Mental

Health/Alberta wrote "By far the greatest percentage of people who took the programmes made extremely good vocational adjustments or have pursued personal upgrading in skills that will enable their pursuit of employment.

"The video tape which Madeleine Dunkley (the life skills coach) did in a reunion also is very useful as an evaluative tool in the situation where the students themselves are evaluating what transpired as a result of the course. Since many of the people who were in the programme were ex-patients it seems appropriate to mention that although some of them did return for further treatment they had comments to the effect they were much more able to accept the treatment without degrading themselves and they attributed this to the Life Skills course. One of the students who graduated from the programme is now one of the most respected counsellors in the Drug and Alcoholism Abuse Commission Services. In general the escalation of this man's life situation is amazing.

"There are other specific instances which if measureable in terms of actual value to the community would more than triply pay for the programme."

The reports in this book indicate some of the variety of applications being made of the life skills course: mental health, probation and housing. There are many other programs, including manpower training, education, corrections, welfare, work activity, that use the course and it is hoped that evaluation studies will be forthcoming on these.

The purpose of evaluation is to provide information to decision makers whether they be potential adopters, adapters or developers. It is appropriate, therefore, that this book on life skills evaluation should end with a plan for re-developing the life skills course. The one plan included in the present edition is for the individualized life skills course to be developed by TRANDS as part of its Generic Skills program for manpower development.

The Training Research and Development Station would welcome additional reports on the evaluation of life skills training and on plans to develop new courses.

D. Stuart Conger
Director

LIFE SKILLS EVALUATION

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Community Service Unit

November 26, 1973.

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LIFE SKILLS EVALUATION -- PRELIMINARY STUDY

I. DESCRIPTION OF LIFE SKILLS COURSE:

The Life Skills Programme was developed by Saskatchewan Newstart Incorporated, as part of its total programme which seeks to develop and evaluate inovative methods for improving the life situation of economically disadvantaged adults. The following excerpts from a report on the Life Skills Course are included to provide a general description of the course.*

"The Life Skills Course seeks improvement in personal competence in five general areas: Self concept and Interpersonal Relations, Home and Family Life, Leisure Time Usage, Community Rights and Responsibilities, and Employment. The course uses lessons with an instructional model ... the general goal of behavioural change is implemented by specially trained paraprofessional coaches using the process of behavioural oriented helping group with VTR playback and peer evaluation.

Life Skills are defined as Problem Solving Behaviours appropriately and responsibly used in the management of personal affairs. As Problem Solving Behaviours, Life Skills liberate in a way, since they include a relatively small class of behaviours usable in many life situations. Appropriate use requires an individual to adapt the behaviours to time and place. Responsible use requires maturity or accountability.

Many of the activities of the Life Skills Course take place in a learning/helping group composed of ten to fifteen students and their coach. The coach with his special training in techniques appropriate to the course, has skills which he uses to develop the learning situation described in the lesson, the Fundamental Life Skills Unit. While there are sixty lessons available in the course as written, the actual number used in a particular setting depends in part upon the requirements and needs of the students.

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* Warren, P.W., Himsl, R. Martin, M.J., a preliminary report of the effects of the Life Skills course on personality and attitude measures, Saskatchewan Newstart Incorporated, Prince Albert, Saskatchewan (summary of the longer paper presented at the first annual conference of the Saskatchewan Educational Research Association, October 29, 1971).

The course provides a pre-planned set of experiences in which the students apply problem solving techniques to the problems suggested by the five Life Areas ..... however, the students bring to the Life Skills group an array of personal problems unique to them.

The course is structured so that it passes through five phases .... based upon a problem solving model where each phase draws its title and organizing principle from a corresponding phase in the problem solving model: recognition of a problem, definition of a problem, choice of alternatives and solutions, application and evaluation. The focus and evaluation of the lessons shift from the self and the learning group at the beginning to other areas of life towards the end.

The Life Skills lessons seek to combine techniques of counselling with techniques of information transmittal and behavioural skill training."

Warren, et al list eleven factors which reduce the probability of success of the Life Skills course for Newstart participants:

(1) Adult students have many prior years of a set way of life and accumulated and reinforced ineffective behaviours.

(2) The students are usually, at Newstart, not self-selected, i.e., they are non-volunteers for the Life Skills Course.

(3) The students have, for the most part, low verbal-cognitive skills and interests; they are low in socio-economic-educational status; they have low social-emotional health; they have long standing multiple problems.

(4) The aim of the course is to change the behaviour of students in areas of life highly resistant to change since they imply and require changes in self-concept and long standing habits of thought, feeling and action.

(5) The changes must not be confined to training but must transfer to the lives of students outside and after training, it may be ineffective or non-transferable to other settings due to the different reward/punishment contingencies. In other words, it might be necessary to change the total interpersonal context of the student to achieve the desired goal.

(6) The amount of control the training setting has over the students is rather low when compared to the students' general life situation. In general, the context within which training takes place requires a reliance on "intrinsic" reward and motivation and a better, more effective strategy would be to initially rely on "extrinsic" motivation (i.e. control the reward/punishment contingencies in training) and then phase into the "intrinsic" or self-rewarding methods. Unfortunately, the level of functioning of the typical student is so low that his behaviour is more likely self-punishing. To break this vicious cycle, it may be necessary to apply considerable more control over the reinforcement contingencies than is thought desirable in the usual training setting.

(7) Minimally trained people have been used to implement course objectives which have eluded many highly trained helping professionals.

(8) At best, the course, as described in the model and the lessons, has had a 50% implementation. The last revision of the course has just recently been done, and so a final version, with all the required resources for the coach, will soon be available incorporating changes based on wide experiences.

(9) The course runs for three hours per day for approximately four months. In this time it tries to modify, in significant and fundamental ways, a life time of mislearning and error.

(10) To the extent a typical school-learning model is used it will fail. The model must be behaviour change. Thus, trying to deal with all problems in all areas of life will lessen the possibility of producing a fundamental change in some areas for some students. There is a danger of trying too much instead of focusing on one problematic area.

(11) Since Saskatchewan Newstart is in the business of developing and trying programs, the Life Skills Course implementation has suffered from the requirement to try out every lesson so that it may be observed, whether or not the lesson is relevant to students.

Warren concludes, "Given the above considerations, what evidence is there that the course does anything?" Warren answers this question by stating, "There is evidence in the form of testimonials of the efficacy of the course in some areas. However, for many of the course objectives the evidence is slight or absent..."

II. APPLICATION OF LIFE SKILLS TO VARIOUS SETTINGS:

Warren, et al, 1971, state that the Life Skills Course is being applied to a great variety of settings. A French version is being tried in New Brunswick. The course is being used in most provinces and territories on a demonstration basis within the Canada Manpower Training Program. It is being used with hard core welfare recipients in British Columbia and Saskatchewan. A Life Skills Course for adolescents is being prepared for the West-Brandt Foundation of Louisiana. Teachers are being trained to offer the Course in schools in Saskatchewan, Manitoba and Louisiana. The Canadian Penitentiary Service has obtained a plan for conducting the Course in correctional institutions. In Edmonton, Mental Health/Alberta (M.H.A.) is providing the course for former psychiatric patients.

The Life Skills Program offered by M.H.A. has generated considerable interest on the part of numerous Mental Health and Social Service agencies and programs in Edmonton. Introduction of a similar program in a variety of settings is being considered, depending on the results of the present program. Consequently, there is a real need for an objective evaluation of the present Life Skills program. This need is compounded by the lack of sufficient evaluative research regarding the effectiveness of the Course in "Non Mental Health" settings.

III. DESCRIPTION OF MENTAL HEALTH/ALBERTA LIFE SKILLS

Rationale

Mental Health/Alberta is conducting the Life Skills Course on an experimental basis. The decision to conduct this program was based on the following rationale: "Association policy clearly recognizes that operation of treatment programs for the mentally ill is not within our jurisdiction but rehabilitative programs (where they are useful and part of a network of services in the community) are a function appropriate to the association.

Life Skills is not a therapy but rather a rehabilitative program using a teaching model to help people explore and learn (through an experimental process) more effective alternative methods of resolving problem situations.

Many of the psychiatric casualties being discharged from psychiatric institutions lack these skills and this was a source of many of their continuing difficulties.

It was also our view that many of the people at risk in our community that were in need of or intermittently using counselling services, social assistance, etc., were encountering difficulties as a result of never having learned these life skills. In this sense, we viewed it as a preventative program. Mental Health/Alberta undertook the development of the program because of its conviction that Life Skills was precise, well researched and dealt with basic skills. They also felt the program was more useful in a community setting and had potential for people from a wide spectrum in our community." **

Selection Criteria

*** The first eight points are considered essential criteria ***

1. Student acknowledges and sees need to improve the methods by which he handles day to day problems.

2. Student makes the commitment to try and improve in coping skills.

3. Relatively free from interfering behavior that would distort or prevent assimilation of information exposed to them.

4. Has had in or out patient care for emotional problems.

5. Has some helping professional who is prepared to deal with counselling and medication needs.

**
*** Mr. Earl Beck - Personal communication.

6. Minimum age - 17 years.

7. Some evidence in history or in the interview that the student has the ability to use the learned skills.

8. Good physical health (giving some assurance that they won't be missing too much of the course).

9. Pregnant women (from experience) have not worked out and are considered as a risk student.

10. Balance of men and women (attempt to get half-half).

11. Level of education not a factor.

12. Ability to pay not always a factor (individually). Final selection must guarantee funding for 22 of the 26 students from some source.

13. Some ability to tolerate group situations.

14. Gives some evidence that it is a willing decision and not another program to satisfy the Welfare or Mental Health Worker.

Participants

A total of thirty-three persons were referred for the Life Skills course. The referrals came from Alberta Hospital Edmonton, Community Nursing, Department of Health and Social Development, City Social Services, Private Social Service Agencies and included a number of self-referrals who became aware of the course through involvement with M.H.A. Referrals were obtained by advertising the availability of the course and requesting suitable referrals. Selections were made by an admissions committee at M.H.A. consisting of the Regional Director and the Life Skills Coach. Sixteen individuals were enrolled at the commencement of the course and ten additional persons were subsequently added. Nine persons discontinued the course before it was completed and seven persons who were referred did not enter the course at all. Consequently, only eleven persons completed the entire course.

Setting

The Life Skills Course conducted by M.H.A. commenced on September 25, 1972 and continued on a daily basis, Monday through Friday, for four months. The total enrollment for the course was divided into two separate classes of up to ten members, each of which met for three hours per day. The course was conducted at a location rented specifically for this purpose and furnished with the necessary video tape and other equipment. The Life Skills coach who conducted the course had extensive experience as a M.H.A. volunteer and had attended the Coach's Training Course provided by Saskatchewan Newstart.

IV. PURPOSE AND RATIONALE FOR THE PRESENT STUDY

The present study was undertaken as one facet of a comprehensive evaluation program. This author became involved shortly after the course had commenced. Consequently, severe limitations were placed on the design for the study.

The study was designed to be exploratory and descriptive in nature. The Life Skills course is treated as a global entity and the participants are treated as a total group. As a result, the study does not show differences between individuals nor the effects of various facets of the course.

A number of factors contributed to the need for an initial evaluation.

1. Although the course may have been developed on the basis of adequate research, as stated in M.H.A.'s rationale, very little research has been conducted to evaluate the efficacy of the course.

2. The objectives of the Life Skills course are stated in very ambiguous and general terms, e.g. it is difficult to operationalize the term "Improvement in Personal Competence". In addition, the five areas to which the course addresses itself, are extremely broad. Thus it is difficult to know precisely what to expect from the course.

3. Although the course purports to use an instructional model with a goal of behavioural change, it appears to use many counselling and group dynamic techniques, in that it utilizes intensive group interaction, peer and VTR feedback and evaluation, and considerable exploration of feelings and emotions. Arbuckle, 1965, defines counselling as "A process which takes place because of the relationship between two people". In view of the structure and process involved in the

program, it would appear that the coach's function is largely that of the counsellor as well as that of educator.

4. The M.H.A. Life Skills program accepts referrals from a variety of mental health and social service agencies. No specific criteria for admission were given to the referring agents. Consequently, it is difficult to define the population that is being served or to distinguish the characteristics of course participants who succeed from those who fail to benefit from the course. This information is necessary for other agencies to decide on the suitability of this program to their client population. In particular, it is necessary to evaluate "therapeutic" outcomes of the program when the program is considered for use with present or former mental patients.

Although the study cannot address itself to all of the above considerations, several specific purposes have been defined.

1. The study will attempt to evaluate whether individuals who have experienced psychiatric hospitalization and who continue to have "mental health" difficulties, will improve in their level of functioning as a result of taking the Life Skills course, i.e., that they will improve in their ability to function independently in a community living arrangement and they will become more successful vocationally.

2. The study will attempt to discover if the Life Skills program has a positive therapeutic effect, i.e. if the participants improve in interpersonal adjustment and ability to utilize their own resources more effectively.

3. It is expected that the data generated by this study will provide some basis for recommendations with regard to more effective utilization of this program.

4. A comparison will be made between course participants and patients on a rehabilitative ward in Alberta Hospital, Edmonton, to obtain some measure of the potential applicability of this course for in-hospital use.

Several important limitations of the study should be noted: firstly, the small number of subjects (nine) makes interpretation of the results highly tentative. In addition, the ambiguity of the referral and admission criteria makes generalization from this group highly speculative. The generality of the stated objectives of the Life Skills course has resulted in a rather arbitrary choice of criteria to be included in this study. Consequently, the study does not purport to measure comprehensively the effects of the course. Finally, the study does not provide for control for other factors which may have influenced the post treatment measures. Thus, any change in pre-post scores could be a result of: individual processes, other life experiences of the participants, statistical regression to the mean, the influence of being tested and evaluated, selection biases, spontaneous remission, or simply the fact that the participants met and interacted regularly rather than that they were influenced by the content of the Life Skills course. Hopefully, however, some useful information will be generated with regard to the general effects of the program on its participants and to identify any overtly deleterious effects of the course.

V. DESIGN

Subjects

As noted above, only fourteen individuals completed the course who had enrolled within the first six weeks of the course. Complete test data was available for only nine of these individuals. Four of the five individuals excluded from the study because of lack of complete data, were excluded due to lack of evaluation data from their referring agent. Consequently, there is little reason to expect that their results would have differed significantly from that of the other individuals. However, the data presented in the study is based on only the nine individuals mentioned above.

Method

All of the measures included in the study were administered or carried out at approximately the second week of the Life Skills course and again at the conclusion of the course. In addition, the vocational and residential sub-tests of the adaptive functioning index were filled out at approximately the ninth week of the program. Data was also obtained with regard to age, sex, education, marital status, employment history, type of accommodation, and history of psychiatric hospitalization for each course participant.

Test Instruments Used

The evaluation instruments used included both objective tests and behaviour rating scales.

1. Adaptive Functioning Index *

   (a) Social Academic Test.

   This test is described as a "Formalized, objective assessment of some of the basic skills necessary for independent living in the community." The test is individually administered and provides sub-scores for nine areas of functioning. Two of these areas are designated as supplementary and were deleted from this study. Accordingly, scores were obtained for the following skills: reading, writing, numbers, time, money, communication, and community awareness. "A score of 15/20 on any sub-section implies a solid foundation."

   (b) Vocational Check List.

   This check list "presents twelve behavioural sub-groups considered necessary to cope successfully with competitive employment". These sub-groups are categorized under the headings: Basic Work Habits, Work Skills, Acceptance Skills. Only the section on Acceptance Skills was used as the other sections did not directly apply to the Life Skills situation. Thus, scores were obtained for appearance, attendance, self-expression and relations with co-workers.

   (c) Residential Check List.

   "This check list presents 150 of the skills considered necessary if a person is to function

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* Nancy J. Marlett, The Vocational and Rehabilitation Institute, 3304 - 33 St. N.W., Calgary 44, Alberta.

independently in a community living arrangement." The check list provides scores and sub-scores for the following areas:

1. Personal routines - cleanliness, care of clothing, posture and appearance, daily responsibilities, first aid and health.
2. Community awareness - transportation, shopping, leisure, budgeting, home management.
3. Social maturity - self-expression, social graces, consideration, friendships, handling problems.

A total score of 270/300 would be considered indicative of an average, well functioning individual.

2. The M.A.C.C. Behavioural Adjustment Scale, Form 2 (An Objective Approach to the Evaluation of Behavioural Adjustments) **

This scale consists of sixteen behavioural evaluations which provide sub-scores under the headings of mood, co-operation, communication, social contact and a total adjustment score.

3. Personal Orientation Inventory ***

The P.O.I. consists of 150 forced choice items and "Shows the degree to which (ones) attitudes and values compare with those of self-actualizing people." A self-actualizing person is defined as "One who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent."

** Robert Ellsworth, Western Psychological Services, Box 775, Beverly Hills, California (1962)

*** Everett L. Shostrom, Educational and Industrial Testing Services, San Diego, California (1963)

This test provides ratios which indicate the individual's ability to live in the present and to act independently in a self-supportive fashion. It also provides a double set of related measures in the areas of valuing, feeling, self-perception, synergistic awareness, and interpersonal sensitivity.

Comparison with Hospitalized Patients

In order to obtain some indication as to whether the Life Skills Program would be applicable in hospital, the residential check list was filled out on a number of patients in Alberta Hospital, Edmonton and the Social Academic Test was administered to them. Approximately ten patients were selected from each of four rehabilitation wards including 2B, 2C, 5A and Cottonwood.

The Social Academic Test was administered by the psychologist who administered this test to the Life Skills participants. The residential check list was filled out by nursing staff on the designated wards who had been instructed in its use. Two ratings were done on each patient simultaneously. The first rating reflected the patient's present level of functioning and the second rating provided an indication of the patient's potential level of functioning in the nurses' views.

In addition, some demographic data was gathered on the patients involved, with regard to age, sex, education, marital status, occupational level and length of unemployment.

Demographic Data

The Life Skills participants included in the study had an average age of 31.3 years. They had completed an average of 11.7 years of formal education and had been out of school an average of 14 years. Two thirds of the participants were female and two thirds of the total group were single. Of the remaining three individuals, two were married and one was widowed. All were unemployed immediately prior to the commencement of the course. The median length of unemployment was four months, although the range extended from one month to life-long unemployment. Of those who had a work history, four had worked as unskilled labourers, one had semi-skilled work experience and three were qualified tradesmen. Four of the participants lived in their own home (owned or rented), three lived with their mother, one lived in a foster home and one in a group residence.

All of the individuals included in this sample had been hospitalized for psychiatric treatment at some time. They had an average of 3.4 psychiatric hospitalizations and on the average had spent a total of 7.6 months in hospital, excluding one individual who had spent over seventeen years in hospital. These individuals had been out of hospital for an average of approximately 2 years at the beginning of the Life Skills course. It should be noted that seven of the nine members in this sample were referred by Alberta Hospital, Edmonton -- Community Nursing. This may well suggest a lack of randomization and may suggest that the results of this study have particular relevance for former patients of Alberta Hospital who are being followed-up at present by the Community Service Unit.

DEMOGRAPHIC DATA

		Life Skills	2C	2B	5A	Cotton-wood
Average Age		31.3	46.2	46.9	33	52.55
Sex	Male	33.3%	50%	50%	77.77%	100%
	Female	67.7%	50%	50%	22.23%	------
Average Education In Years		11.7	8.6	10	10.37	6.55
Marital Status						
	Married	22%	10%	36.36%	25%	10%
	Single	67%	70%	45.45%	75%	90%
	Divorced/Separated	---	10%	9%	---	---
	Widowed	11%	10%	9%	---	---
Occupational Level						
	Profession	---	14.3%	---	---	---
	Trade	33%	---	33.33%	28.5%	---
	Semi-skilled	11%	28.6%	16.66%	28.5%	33.33%
	Unskilled	44%	57.2%	50%	43.0%	66.67%
	None	11%	---	---	---	---
Present Length of Unemployment In Years (Average)		0.3	15.36	13.83	13.45	25.9

Because selection of subjects on the rehabilitation wards was not done randomly, some of the data presented here is of little value for comparative purposes. It should be noted, however, that the nurses who selected subjects were given no selection criteria other than the ready availability of the subjects. Therefore, this data should be reasonably representative of the ward population.

The Life Skills participants appeared to be most unlike the patients on Cottonwood in this comparison. In terms of age and education they seem most similar to patients on 5A. In terms of marital status and occupational level, there appear to be few major discrepancies between Life Skills participants and patients on wards 2C, 2B or 5A. The most significant difference appears in the present length of unemployment, where all hospitalized patient groups have numerous years of continuous unemployment contrasted to an average of four months unemployment for Life Skills participants.

VI. TEST RESULTS

Although the small number of subjects makes evaluation of results very tentative, distinct trends were visible in the data.

In all cases, a two-way analysis of variance was performed on the data, usually with "patient group" as one factor and "testing time (pre - post)" as the other factor.

In general, the test scores show a significant improvement in those persons who took the Life Skills Course. Interestingly enough, the actual amount of increase on the residential checklist was very similar to the potential improvement which raters had predicted for the Alberta Hospital, Edmonton patients who had not taken the course.

The following is a summary of the statistics from each test. First are the tests given only to the participants of the Life Skills Course.

The Personal Orientation Inventory (POI)

This test has fourteen sub-scales. The first four are expressed as two ratios. These ratios exhibit a significant decrease (p20.05) after the Life Skills Course. (Life Skills data only)

	Pre	Post
TI/TC	0.99	0.83
O/I	1.02	0.66

This suggests that the Life Skills participants were initially highly "Time Incompetent" and "Other Directed". The "Time Incompetent" person is described as "One who lives primarily in the past, with guilt, regrets and resentments and/or in the future with idealized goals, plans, expectations, predictions and fears." A person who is highly "Other Directed" is considered overly dependent upon and supported by other persons' views.

The comparison between pre and post scores reveals that the participants in the course improved significantly in their orientation to the present and in independence or self-support. However, they were still far short of the levels of a fully self-actualized individual.

The last ten sub-scales of the P.O.I. are as follows:

	Pre-Test	Post Test
VALUING		
* Self-Actualizing Value (Holds values of self-actualizing people)	14.78	17.22
* Existentiality (Flexible in application of values)	15.22	16.22
FEELING		
* Feeling Reactivity (Sensitive to own needs and feelings)	11.22	14.11
* Spontaneity (Freely expresses feelings behaviourally)	10.33	11.56
SELF-PERCEPTION		
* Self-regard (Has high self-worth)	6.33	10.00
Self-Acceptance (Accepting of self in spite of weaknesses)	13.33	13.56
SYNERGISTIC AWARENESS		
Nature of Man, Constructive (Sees man as essentially good)	9.56	9.67
Synergy (Sees opposites of life as meaningfully related)	5.56	5.56
INTERPERSONAL SENSITIVITY		
* Acceptance of Aggression (Accepts feeling of anger or aggression)	13.44	16.00
* Capacity for Intimate Contact (Has warm interpersonal relationships)	13.78	16.33

* Pre - Post change significant at $p < 0.01$

These results indicate that Life Skills participants had improved significantly on most of the sub-scales of this test over the duration of the course. The largest increases were in self-worth, sensitivity to own feelings, acceptance of values held by self-actualizing people, and acceptance of aggressive feelings as well as the capacity for warm interpersonal relationships. Interestingly, synergistic awareness did not increase at all on this test. Also, it seems strange that the increased feelings of self-worth were not accompanied by any measureable increase in self-acceptance. It should be noted, too, that the initial scores were extremely low and that the post scores were still generally well below the mean obtained by the instrument's standardization group.

The Behavioural Adjustment Scale (M.A.C.C.)

Pre and post measures are available for those taking the Life Skills Course:

Subscale	Before Course	After Course
Mood	13.00	15.56
Co-operation	12.00	14.89
Communication	13.44	16.44
Social Contact	13.22	16.78

All of the differences between the "Before" and "After" scores were significant ($p < 0.01$), while the initial scores on the four subscales did not differ significantly from each other. This means that an across-the-board improvement has occurred as measured by this test.

Residential Check List (Personal Routines Sub-test)

On this test, data was available on both course participants and on Alberta Hospital patients. The "Pre" and "Post" labels below refer to course participants, while "Actual" and "Potential" headings apply to the still hospitalized patients as explained in the introduction to this section.

Population	Actual	Potential
Course Participants	Pre: 65.89	Post 85.78
Ward 5A	43.11	52.33
Ward 2B	56.44	78.33
Ward 2C	68.33	86.83

A series of F-tests following the analysis of variance showed that all scores in the right hand column were significantly higher than the left hand column. This has two meanings: first, that the testers who estimated the potential of the hospital patients believed that significant improvement was possible on the subject matter of this test, and second that those who took the Life Skills Course actually did improve significantly.

Further F-tests showed that the patients who took the course did not initially score significantly different from those patients presently on Ward 2C, but scored marginally higher than the patients on Ward 2B ($p<0.10$) and dramatically higher than patients on 5A ($p<0.01$). (Comparison between Life Skills participants and hospital patients will refer to initial score, unless otherwise specified.)

Residential Check List (Community Sub-test)

This data was analysed as in the above section.

Population	Actual	Potential
Course Participants	Pre: 65.00	Post 83.22
Ward 5A	24.78	43.50
Ward 2B	43.50	69.67
Ward 2C	57.78	78.67

Using F-tests, the same pattern of significance as before was found (i.e. right hand column significantly higher than left hand columnat $p<0.01$)

This time, however, the course participants scored significantly higher than Wards 5A and 2B ($p<0.01$), while remaining not significantly different from Ward 2C.

Residential Check List (Social Maturity Sub-test)

Again the analysis was as in the above section.

Population	Actual	Potential
Course Participants	Pre: 62.44	Post 85.89
Ward 5A	45.33	57.17
Ward 2B	50.67	76.50
Ward 2C	71.56	87.22

The pattern of significance was as before, except that the course participants scored higher than the 2B patients at the p 0.05 level only. The numerical difference between 2C patients and the course participants is not statistically significant.

Social Academic Test

Data was available from Wards 5A, 2B, 2C and also Cottonwood. These populations' scores were compared with the scores of the course participants. Instead of a pre-post comparison, however, the seven sub-scales of the Social Academic Test were used as the other factor in analysis of variance. In this way, it is possible to see if any particular group has a specific disability on a particular sub-scale.

The scores in the table below are out of a possible 20. Due to the design of the tests, Wards 5A, 2B, 2C and the course participants all scored near the top of the scale, leaving the results in some doubt. Clearly, though, Cottonwood scored the lowest of any group.

Population	Reading	Writing	Numbers	Time	Money	Community Awareness	Communication
Course participants	17.13	18.13	18.00	18.63	19.25	15.88	18.25
Ward 5A	15.88	16.63	17.63	18.00	19.63	10.50	15.75
Ward 2B	15.63	17.63	16.63	16.38	18.63	11.13	15.63
Ward 2C	16.13	17.50	16.88	18.25	19.00	12.88	16.38
Cottonwood	11.75	14.00	14.50	15.25	18.13	8.13	12.63

F-tests showed that the Cottonwood patients differed significantly ($p < 0.01$) from all other groups, who did not differ significantly from each other. This test therefore, cannot distinguish hospital patients from course participants tested before the start of the course.

All groups scored significantly lower on the Community Awareness Subtest than on all other subtests.

To further investigate the S.A.T. scores of those who took the Life Skills Course, another analysis of variance was performed, with "Pre" and "Post" as one factor and the seven sub-scales as the other factor.

Sub-scale	Before Course	After Course
Reading	17.22	17.56
Writing	18.33	19.00
Numbers	18.22	18.89
Time	18.78	18.89
Money	19.33	19.11
Community Awareness	16.22	16.22
Communication	18.44	17.67

F-tests showed that the course had no significant effect on the scores, (neither improvement nor decrease in initial scores). Again, sub-scale 6, Community Awareness, was significantly lower than all other sub-scale scores ($p < 0.01$).

Vocational Check List (VOC) - Acceptance Skills

This test was given only to those who took the Life Skills Course. There were three administrations: before the course, half way through the course and after the course. Thus, "Pre, mid and post" was one factor of the analysis of variance and four sub-scales of the test were the other factor.

Sub-scale	Testing Time		
	Pre	Mid	Post
Appearance	5.67	7.11	8.44
Attendance	4.89	6.78	8.11
Expression	3.89	6.44	8.44
Relating	4.33	7.00	8.67

The difference between the three testing times were highly significant, the "Pre" to "Mid" difference at $p < 0.01$, and the "Mid" to "Post" difference at $p < 0.05$. There were no significant differences between the sub-scale scores, indicating that there was uniform improvement in all sub-scale areas, rather than improvements on one scale while other scales remained unchanged.

VII. SUMMARY

Data Analysis

The data generated by this study shows a picture of general, global improvement. The meaning of this measured improvement is highly ambiguous due to the factors noted earlier. However, a number of questions and suppositions may be considered.

On the P.O.I. there appears to be a clear increase in the areas of valuing, feeling and interpersonal sensitivity. However, there was no measureable change in synergistic awareness of self-acceptance. It would seem from this that a form of dissonance may have been generated by the course causing the participants to accept a high level of expectation from themselves and to suppress acknowledgement of existing limitations and personal problems. If this were the case, one might expect the participants to have increased in their level of anxiety and perhaps to have become dependent on the external source of social pressure i.e. the Life Skills setting, to continue to motivate them toward expected levels of achievement. This is purely conjecture at present, but it must be acknowledged that the increased discrepancy between self-worth and self-acceptance is an area of potential concern.

The M.A.C.C. behavioural adjustment scale again shows global improvement. It is a matter of some concern that the referring agents, who filled out this form, in many cases noted that they did not feel qualified to do so because of limited personal contact with the client being rated. Consequently, there is some doubt whether this instrument measured improvement in functioning of the client or simply improved perception of the client by the referring agent. It must be acknowledged, however, that in either case, the scale does represent some degree of satisfaction by referring agents.

The Residential Check List was completed under the supervision of a psychologist experienced in the use of this instrument. The course participants and selected hospital patients were involved in the rating, together with the selected raters. It was the opinion of the supervising psychologist that the ratings were in all cases completed very fairly and tended to under-estimate the individual's ability rather than the reverse. This, however, could imply that the measured increase in the post course ratings reflects an increase in confidence rather than simply an increase in level of functioning.

The Social Academic Test is a measure of basic ability and showed no significant pre-post change. However, the ceiling of this instrument appears to have been too low to measure any increase that may have occurred. This instrument does suggest that the level of potential, as measured by basic abilities, is similar for Life Skills participants and hospitalized rehab. patients, except for those in Cottonwood. It is also interesting to note the uniform low point on Community Awareness for all groups tested.

Vocational Check List - The rationale for the use of this instrument was rather weak. Only one sub-section of the total scale was used, the rating was done by the Life Skills coach herself, and the rating was based on the assumption that course attendance was somewhat similar to a work situation. The high uniformity of post course ratings suggests the possibility of rater bias. However, there appears to be some indication that the course participants showed some potential for upgrading their vocational skills.

Life Skills Course

It has become clear that Life Skills is an experimental course which has not yet been adequately evaluated. Thus, in using the course for individuals with mental health problems, the course must be regarded as not only experimental, but highly exploratory in terms of effectiveness and applicability. The course appears presently to be extremely comprehensive and ill defined in terms of its philosophy and rationale, scope, methodology, goals and applicability. The course makes a laudable attempt to integrate "Mental Health" and "Social Engineering" perspectives. However, the rationale is inadequately defined and results in confusion as to whether the thrust of the program is therapeutic, educational, rehabilitative, or preventive.

In touching upon self-concept and interpersonal relations, home and family life, leisure time usage, community rights and responsibilities, and employment the course seems to spread itself rather thinly in many areas. As noted in Appendix A, over half the lessons deal primarily with the first category. Although the course was designed for the chronically unemployed, only six of the sixty lessons deal specifically with the area of employment. Also, in view of the consistent lack of community awareness and involvement shown by the individuals in this study, only six of the lessons deal with this area.

The generality of the rationale underlying the Life Skills program, together with the broadness of its scope, results in a rather confusing methodology which involves behaviour modification techniques, psycho-dynamic approaches, problem solving models, interactional and instructional methodologies, etc. It would seem that the diversity of methods used in the course would make very high demands on the coach and might imply the need for additional specialized input.

Although the goals of the course are defined as increased levels of functioning in the five specified areas, these goals are nowhere operationalized adequately. The course is intended to be offered on a selective basis; providing only selected lessons which have relevance for the participants. However, the lack of enough lessons in three of the five areas limits this process of selection. Thus, the total course gives the impression of attempting to offer "all things to all people".

As a result of the above factors, it would seem that the applicability of the course to various populations and in various settings must remain largely the responsibility of the organization offering the course. Some information is provided describing the participants in the course at Newstart, but no criteria are given to indicate who can, and who cannot, benefit from the course to what end.

Mental Health Alberta - Application of Life Skills

It is this writer's understanding that Mental Health Alberta is offering the Life Skills course on a demonstration project basis with a special emphasis on the applicability of this program to individuals who are consumers of Mental Health Services. In doine so, M. H. A. appears to have generated considerable interest in the course. Course participants generally appear to have very positive reactions to this experience and referring agencies appear to be general favourable in their reactions to the course.

This writer's own bias is strongly in favour of this type of experimental project as it exemplifies a recognition of the inter-relatedness of social and psychological as well as environmental issues in "Mental Health."[1]

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[1] Kupfer, 1970, Operation Mobilization -- Special Project: Final Report.
Bland & Nixon, A Social Rehabilitation Program for the Long Stay Mental Hospital Patient, undated
Riediger, 1973, Vocational Rehabilitation Program Proposal.

It should be noted, however, that the present study was intended only to be a small part of a total evaluation of the Alberta Mental Health Life Skills program. Consequently, many relevant and potentially useful sources of information have not been considered.

Within this framework a number of further limitations exist in using this demonstration project as a source of concrete information. For example, as noted above, there appear to be some discrepancies between the course design and the rationale given by Mental Health Alberta for its involvement in the program. In addition, the above noted ambiguities in the course have not been further operationalized. This has resulted in severe difficulties in evaluating the course and has resulted in ambiguity for the referring agents in terms of their expectations of the course. Client selection and admission criteria were not defined prior to the commencement of the course. As a result, it is difficult to retrospectively define the population included or to predict the generalizability of the present study to other specific groups of potential Life Skill participants. Because individuals were admitted to the course on the basis of subjective assessment, there was little objective information to serve as a basis for specifying the goals and needs of the individual participants. In many cases, these subjective assessments are open to some question as the referring agents subsequently refused to complete the M.A.C.C. rating form because they did not know the clients well enough.

In view of the limitations of the Life Skills course as listed by Warren et al, it would not appear reasonable to expect this course to achieve significant practical results in isolation from other programs. However, there has been no opportunity within this study to observe the Life Skills course being integrated as part of a larger graded or comprehensive program.

As a result of the above difficulties and limitations, the information generated by this project concerning the efficacy and applicability of the Life Skills course is very incomplete and tenuous.

Recommendations

On the basis of this exploratory study, it would seem appropriate to conduct an experimentally designed study of the Life Skills course. This would help answer questions such as the following: Which specific kinds of people can benefit from this course, what kind of benefit do they derive, what is it about the course that produces this benefit, does the course produce negative side effects such as anxiety or dependency, can the course meet different needs for different people, how can we predict who would be most likely to benefit from the course.

In order to gain this type of information as well as to insure effective utilization of the course, admission criteria, evaluative information concerning the participants, coordination with other programs, and follow-up (long term) evaluation would need to be more structured and controlled.

It would seem worthwhile to encourage implementation of the Life Skills course in other settings such as rehabilitation wards, day centers, or vocational upgrading programs. This would imply that the course objective should be defined more specifically and that the content of the course be condensed accordingly.

At this point it would seem that the Life Skills course is potentially beneficial in some way to a large number of individuals being served by the division of mental health. M. H. A. has made a commendable beginning in exploring this potential, but many questions remain unanswered. These will require further study if this program is to be utilized effectively and appropriately. In addition, this program has touched on many issues in the larger area of social-vocational rehabilitation of the mentally ill which requires serious consideration and decisive action.

Appendix A

Course Content

Phase of Course The Students:	AREAS OF STUDY					
	Self and Inter-personal Relations	Home and Family	Leisure Time	Work	Commu-nity	Total
I. Recognize Problems	2					2
II. Define Their Problems	10	1		1		12
III. Choose Solutions to Problems	9	1	2	3		15
IV. Apply Solutions to Problems	10	11		2	6	29
V. Evaluate Themselves	2					2
TOTAL	33	13	2	6	6	60

Figure 1: Distribution of Life Skills lessons by Area and Course Phase.

TABLE 1

Life Skills Lesson Titles Listed according to course phase and suggested sequence of use.

		TITLE
	Phase I	Recognizing Problems
1		Meeting One Another
2		Surveying Life Skills
	Phase II	Defining Problems
3		Relating Behavior to Roles
4		Seeing Oneself on Video
5		Listening to Others
6		Relating to Others
7		Describing Feelings
8		Identifying Assumptions
9		Giving and Receiving Feedback
10		Depending on Others
11		Portraying Oneself
12		Surveying Marketable Skills
13		Defining the Problem
14		Explaining Life Skills to Others
	Phase III	Choosing Solutions to Problems
15		Expressing Trust in the Group
16		Describing Feelings II
17		Giving a Talk
18		Writing Tests
19		Producing Ideas About Leisure Time
20		Rating Behaviors in Groups
21		Debating the Topic: To Work or Not to Work
22		Identifying Strengths of the Family
23		Learning Helpful Behaviors in Groups
24		Exploring Expectations of Employers
25		Trying a Creative Exercise
26		Fighting Fairly
27		Solving Problems with a System
28		Exploring Job Preferences
29		Setting Goals

		TITLE
	Phase IV	Applying Solutions Chosen
30		Demonstrating Life Skills
31		Getting Out of a Money Trap
32		Looking One's Best
33		Planning and Preparing Low Cost Nutritious Meals
34		Handling Drinking Problems
35		Planning for One's Survivors
36		Managing Money
37		Handling Sex Problems
38		Interacting with Police
39		Setting Goals for Guiding Children's Behavior
40		Evaluating Membership on a Team
41		Handling Drug Problems
42		Telling Children About Sex
43		Availing Oneself of Legal Services
44		Providing Reliable Babysitting
45		Dealing with the Landlord
46		Communicating with Children
47		Voting in an Election
48		Raising a Family Alone
49		Using Community Agencies Effectively
50		Dealing with Discrimination
51		Giving Help with an Individual Problem
52		Handling Changes in my Behavior
53		Using Parliamentary Procedures
54		Taking Responsibility in the Community
55		Helping a Child with a School Problem
56		Building Strengths of the Individual
57		Quitting the Job
58		Applying for a Job
	Phase V	Evaluating Outcomes
59		Evaluating Problem Solving Skills
60		Evaluating Employability

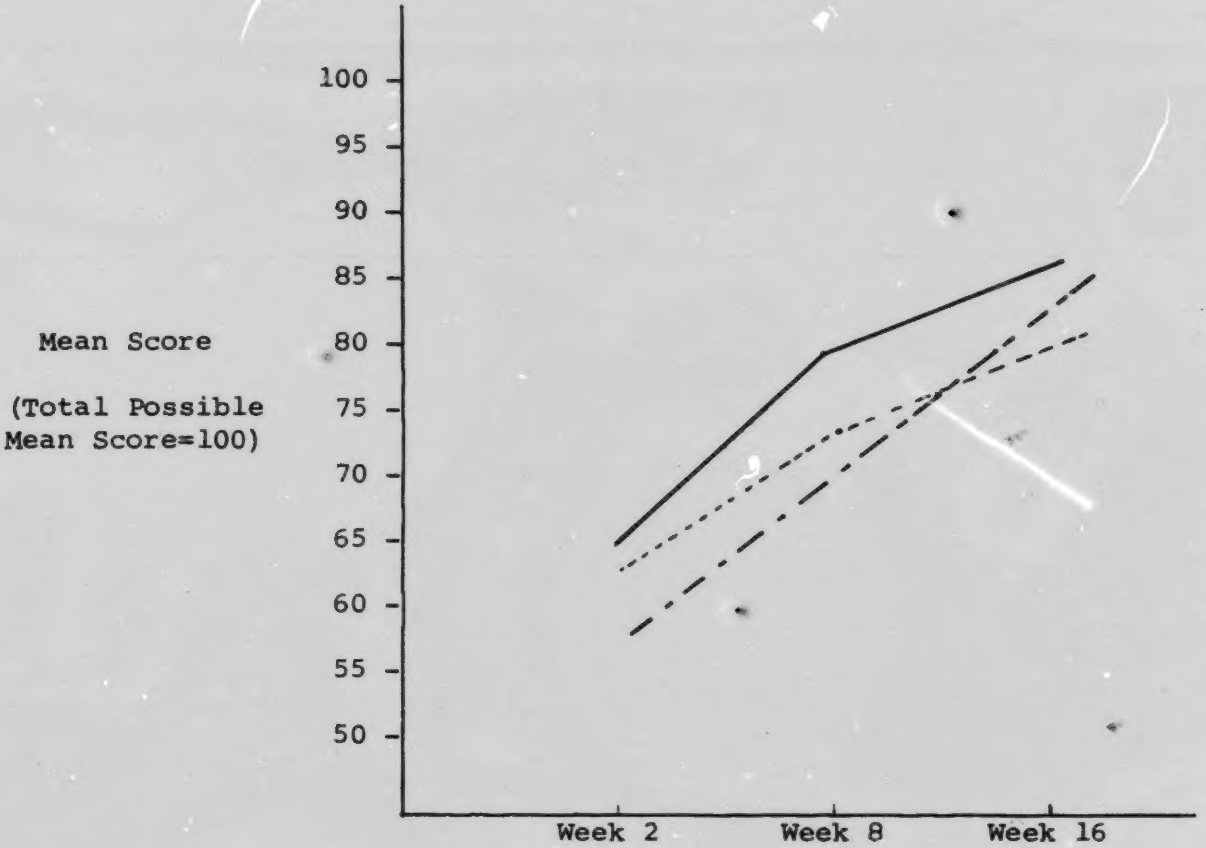
Appendix B

Test Results

GRAPH

A.F.I. #3 - RESIDENTIAL CHECK LIST

LIFE SKILLS COURSE - C.M.H.A. (EDMONTON, ALBERTA)



Mean scores on Residential Check List sections at 2, 8 and 16 weeks.

Personal Routines ———
Community Awareness -------
Social Maturity — - — - —

PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

NAME ______________________ **DATE TESTED** ______________________

AGE __________ **SEX** __________

OCCUPATION ______________________

____

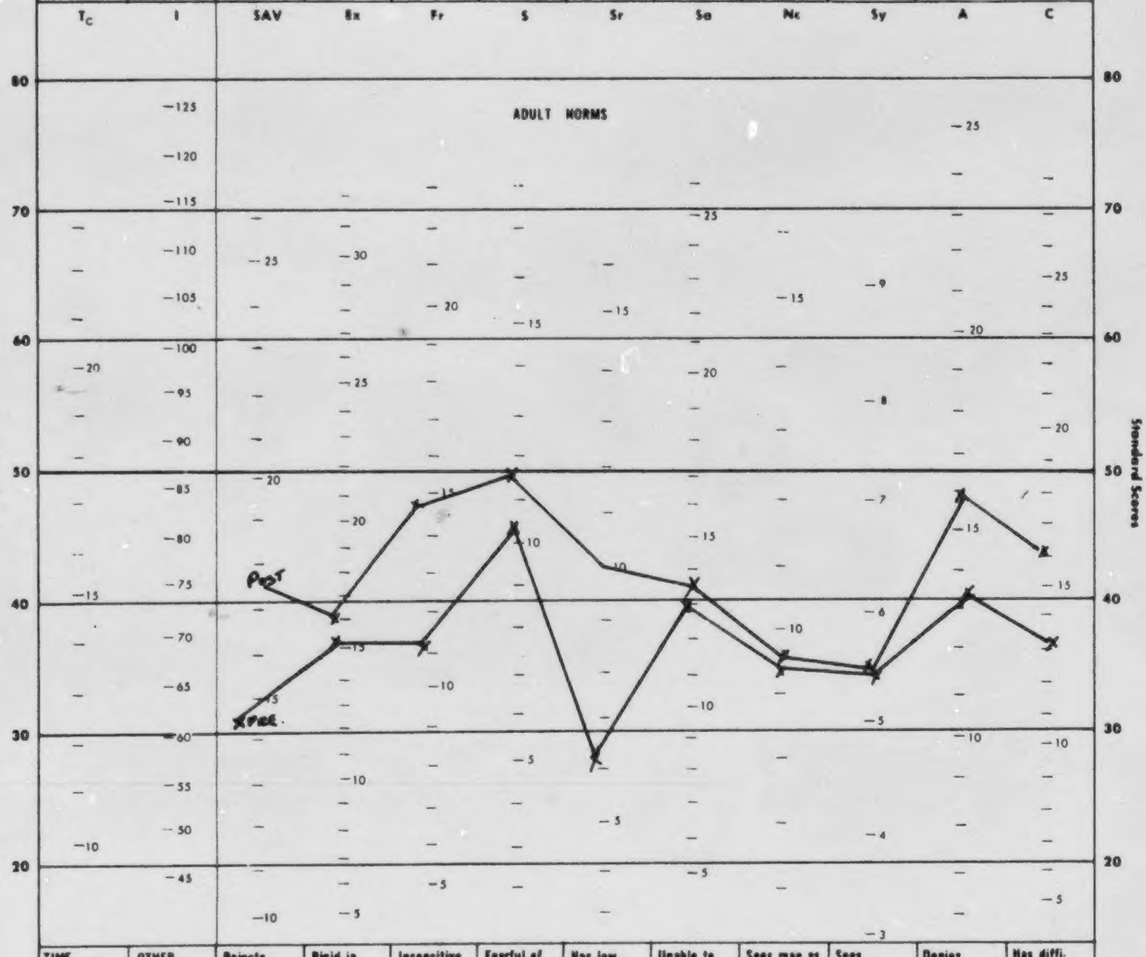
I $T_I - T_C$ (Time) Ratio:
Self-Actualizing Average: $T_I : T_C = 1:8$
Your Ratio: $T_I : T_C = 1:$

1
1 2 3 4 5 6 7 8 9 [✓ 10]

II O - I (Support) Ratio:
Self-Actualizing Average: O:I = 1:3
Your Ratio: O:I = 1:

1
1 2 3 4 5 6 7 8 9 10

		VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
TIME COMPETENT Lives in the present	**INNER-DIRECTED** Independent, self-supportive	**SELF-ACTUALIZING VALUE** Holds values of self-actualizing people	**EXISTENTIALITY** Flexible in application of values	**FEELING REACTIVITY** Sensitive to own needs and feelings	**SPONTANEITY** Freely expresses feelings behaviorally	**SELF-REGARD** Has high self-worth	**SELF-ACCEPTANCE** Accepting of self in spite of weaknesses	**NATURE OF MAN, CONSTRUCTIVE** Sees man as essentially good	**SYNERGY** Sees opposites of life as meaningfully related	**ACCEPTANCE OF AGGRESSION** Accepts feelings of anger or aggression	**CAPACITY FOR INTIMATE CONTACT** Has warm interpersonal relationships
T_C	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C



TIME INCOMPETENT Lives in the past or future	**OTHER DIRECTED** Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations

Raw Scores ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______

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BRIEF DESCRIPTION OF WHAT THE POI MEASURES

Your profile on the *Personal Orientation Inventory (POI)* shows the degree to which your attitudes and values compare with those of self-actualizing people. A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent. It is generally agreed that a self-actualizing person might be seen as the desired result of the process of counseling or psychotherapy.

The interpretation of your scores falls into two general categories, the ratio scores and the profile scores. If your ratio scores are close to the scores that self-actualizing persons make, you may consider your values and attitudes, as measured by the POI, to be similar to these people. Your profile scores will further help you to compare yourself with self-actualizing people.

RATIO SCORES

Interpretation of the T_I - T_C Ratio

In order to understand the Time Incompentent - Time Competent (T_I - T_C) ratio, it is of help to consider time in its three basic components -- Past, Present, and Future.

The T_I (Time Incompetent) person is one who lives primarily in the Past, with guilts, regrets, and resentments, and/or in the future , with idealized goals, plans, expectations, predictions, and fears.

In contrast to the T_I person, the T_C (Time Competent) person lives primarily in the Present with full awareness, contact, and full feeling reactivity. Because it is known that the self-actualizing person is not perfect, he is understood to be partly T_I and partly T_C. His T_I - T_C ratio is, on the average, 1 to 8. His ratio shows that he therefore lives primarily in the Present and only secondarily in the Past or Future.

If your score is significantly lower than 1 to 8, for example 1 to 3, this suggests that you are more time incompetent than the self-actualizing person. If your score is above 1 to 8, for example 1 to 10, this suggests that you are excessively time competent and this may perhaps reflect a need to appear more self-actualized than you really are.

Interpretation of the O - I Ratio

In order to understand your score on the Support (Other - Inner) ratio, one should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views, and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is each of these can be expressed in a ratio. The O - I ratio of a self-actualizing person is, on the average, 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.

If your score is significantly higher than 1 to 3, that is 1 to 4 or above, it may be that this indicates an exaggerated independence and reflects a need to appear "too self-actualized" in responding to the POI. On the other hand, if your score is lower than 1 to 3, for example 1 to 1, it would suggest that you are in the dilemma of finding it difficult to trust either your own or others' feelings in making important decisions.

PROFILE SCORES

On the Profile Sheet, short descriptions of each of the sub-scales are shown which describe high and low scores. In general, scores above the average on these scales, that is, above the mid-line shown by a standard score of 50, but below a standard score of 60 are considered to be most characteristic of self-actualizing adults. The closer your scores are to this range, the more similar are your responses to the POI responses given by self-actualizing people. The further below the score 50 your scores are, the more they represent areas in which your responses are not like those of self-actualizing people. If most of your scores on the profile are considerably above 60, you may be presenting a picture of yourself which is "too" healthy or which overemphasizes your freedom and self-actualization. Your counselor can discuss the psychological rationale of each scale in greater detail with you.

The ratings from this inventory should not be viewed as fixed or conclusive. Instead they should be viewed as merely suggestive and to be considered in the light of all other information. The *Personal Orientation Inventory* is intended to stimulate thought and discussion of your particular attitudes and values. Your profile will provide a starting point for further consideration of how you can achieve greater personal development.

Appendix C

Data Sheet

Name of Subject______________________________

A.F.I. Residential - relationships of rater to subject_____________

M.A.C.C. - relationships of rater to subject_____________

Age______________

Sex______________

Education________________ Years since leaving school_____________
(grade reached)

Marital Status: Single___ Married___ Divorced___ Separated___

Widowed___ Common Law___

Employment History

Occupation - none_______________

- unskilled labor_____

- semi-skilled_______

- trade______________

- profession_________

Employed_____ Unemployed__________

Length of time presently unemployed - years_____ months_______

Present Accommodation - own home_____ foster home_____

group residence_____ boarding home_____

other_____

Number of times hospitalized (psychiatric)__________

Length of hospitalization - years_____ months_______

Length of time since last hospitalization - years_____ months_____

(over)

Name ______________________________

P.O.I.

	Pre	Post
0. N.A.		
1. T.I.		
2. T.C.		
3. O		
4. I		
C.K.	(	)
5. S.P.V.		
6. Ex		
7. Fr		
8. S		
9. Sr		
10. Sa		
11. Nc		
12. Sy		
13. A		
14. C		

M.A.C.C.

	Pre	Post
Mood		
Cooperation		
Communication		
Social Contact		
Total Adjustment		

S.A.T.

	Pre	Post
A. Reading		
B. Writing		
C. Numbers		
D. Time		
E. Money		
F. Community		
G. Communication		
H. Movements		
I. Concepts		
Total		

V.O.C.-Acceptance Skills

			Mid
1. Appearance			
2. Attendance			
3. Expression			
4. Relating			

Res. 1. Personal Routines

A. Cleanliness			
B. Clothing			
C. Appearance			
D. Responsibilities			
E. First Aid			
Total			

Res. 2. Community Awareness

a. Transportation			
Shopping			
Leisure			
Budgeting			
Home Management			
Total			

Res. 3. Social Maturity

a. Self expression			
b. Social graces			
c. Consideration			
d. Friendships			
e. Handling problems			
Total			
Cumulative Total (Residential)			

Appendix D

Expectations of Life Skills expressed by referring agents

A. 1. To help her overcome depressive moods.
   2. To help her cope with her immature inadequate personality.
   3. Individual very home bound -- possessive of children.
   4. Would love to have part time job or full time but afraid to make application.
   5. Very shy - timid - slow to talk - afraid to look you in the eye until she knows you well.

B. 1. To provide an opportunity and challenge to become involved with people where she can satisfy her need to give and take something.
   2. Possibility of some sort of part-time work as a follow-up to the program where she can continue to satisfy her need to give to others.

C. 1. I would like to see Bill become more involved with people and more knowledgeable as to the many opportunities available to him. He is of low average intelligence, but is stubborn and refuses to truly become involved in life. Bill has difficulty thinking of working with anything but horses and range cattle and is unable to maintain these jobs, basically due to his naivety insofar as his employer's expectations. I believe the community aspect of Life Skills is very important where he is concerned, however, he very much needs the group setting also. He needs to become more independent of action and thought and more self confident. His self image socially needs to be promoted.

D. 1. This gentleman was recently relieved of his position with the federal government as he was unable to handle the responsibilities of his job, and was having personality clashes with his supervisor. I would hope that the program could help him to take a very realistic look at his own behaviour and also get some feedback from the group as to how he comes across to them.

E. 1. I feel he is an intelligent individual with some skills regarding employment and would like to see him be able to cope with the pressures that go along with a job.

F. 1. It is hoped that this gentleman can have a better outlook on his own self image and employment opportunities. He has good intentions and appears interested in improving his present ways and character. We hope this program will provide insight into his problems for our agency and himself.

G. 1. For client to be able to return home and care for family.
   2. Able to seek work and carry on.

H. 1. Employment.

I. 1. Reinforce the worker's contention that she should not leave the children unsupervised, especially when she has been told repeatedly that help is available. She needs instruction in home care, despite introduction of teaching homemaker. Family relationships is an important area also.

J. 1. This lady may benefit from the program by becoming more acceptive of herself and her feelings and perhaps overcoming her periods of depression more readily because of this.

K. 1. This lady hopes that the program will help her to overcome her fears and enable her to face life. She feels that by increasing her self confidence, the program will assist in allaying these "fears". She wants to "be of use" to her children. She wants to generally gain a feeling of being more useful ('confidente' for children and a competent employee in work situation) as well as to gain a faith in her self and the future.

L. 1. To help client obtain a measure of independence and confidence in social and work situations.
   2. To increase his awareness of expectations of society in certain roles and how he functions in different life situations.
   3. To help him with personal hygiene, budgeting, interpersonal relations, how to manage leisure time, and to become interested in community activities.
   4. To help him develop ideas of personal worth.

M. 1. Remotivation and improve on self confidence.

N. 1. To help client use more effective problem-solving techniques in coping with life situations in order to help her become more self-sufficient.
   2. Community involvement and how to build more constructive relationships with friends, etc.
   3. Her role expectation and needs of children of this age.

O. 1. To help client use more effective problem-solving techniques in life situations.
   2. Encouragement to help strengthen self confidence.

P. 1. To gain self-confidence in social situations, less emphasis on soul-searching and more emphasis on the business of living.

Q. 1. This lady wishes to gain more independence, and through your course re. cooking, budgeting, household chores, grooming, etc., will be of great benefit to her.

R. 1. Hopefully, this client will become more responsive.

S. 1. Hopefully this client will have more insight into her problems and learn more acceptable ways and means of coping with them. Also, that she develop more self confidence and eventually be able to motivate herself.

T. 1. Help him gain more insight into his problems.
   2. Help him learn to cope with difficulties or unexpected situations that may arise.
   3. More self-confidence and self motivation.
   4. Learn to feel comfortable with others.

U. 1. Help him to become more confident in his relationship with other people and in social situations. This may help him to participate more in community activities.

V. 1. To strengthen her self confidence and help her use more effective problem solving techniques.

W. 1. To help him feel more comfortable in new learning situations and with people in general.
   2. To gain more insight into his own situation and to cope with it.
   3. To learn techniques helpful in job finding - interviewing, etc.
   4. To become more self confident and self motivating.

MANITOBA PROBATION DIRECTORATE

LIFE SKILLS EVALUATION

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MANITOBA PROBATION DIRECTORATE

LIFE SKILLS - WORK ACTIVITY PROGRAM

I. INTRODUCTION

This project was organized on a demonstration basis and was conducted by the Winnipeg Probation Service under the guidance of the Probation Program Directorate. The course commenced on June 18th, 1973 and concluded on September 28th, 1973, a total of 15 weeks. The course was jointly sponsored by the Youth Secretariat who provided funding through a student temporary employment grant and assistance with evaluation and the Division of Research & Planning who were primarily responsible for the evaluation. The Winnipeg Probation Service provided the participants and coach and the Probation Directorate provided the project Director.

II. HYPOTHESIS

Through employment of the Life Skills training approach and course content combined with trial work experiences, youth with delinquent behaviour patterns and ill equipped and poorly motivated for work can be motivated and trained to find and hold employment and live within the law.

III. SECONDARY OBJECTIVES

(a) To determine what problems would be encountered in administering an on-going Life Skills program.
(b) To establish what clientele would likely benefit most from the course and in the ways they would benefit.
(c) To determine whether the benefit to clientele of this particular course structure would be sufficient to consider such a course on a more frequent or regular basis.
(d) Finally if Life Skills is warranted as a program in Probation to determine what alterations or adaptations could be utilized to meet the varying needs and life situations of probationers.

IV. PROJECT DESIGN

(i) Recruitment of Students

An AdHoc Committee was organized consisting of probation staff and Programme Personnel with the following criteria laid out for selection:

(a) All students were active probation clients.
(b) All students were unemployed.
(c) All students had attempted to find or hold employment, unsuccessfully.
(d) All students had been out of school for several months or had very poor attendance records.
(e) All students were only functioning marginally in the social areas.

Experimental and Control Groups were selected with an effort made to balance the two groups with persons displaying problems of similar nature.

In addition to the students selected there were two persons (one male, one female) sponsored under the New Career program assigned to this project. These persons were students taking the Life Skills Course in the morning sessions and assisting with supervision of the afternoon work assignments and tours.

(ii) Methods

(a) The Life Skills Course was conducted in accordance with the lesson plans contained in the Life Skills Coaching Manual.[1]
(b) The course was conducted every weekday morning from 9:00 A.M. to 12:00 noon except for the first approximately two weeks when about two and a half hours were utilized in the afternoon for lessons as well.

During July, August, and part of September the afternoons were utilized as follows:

(i) Monday - educational tours, Industrial field trips, etc.
(ii) Tuesday, Wednesday, and Thursday - work projects.
(iii) Friday - leisure time experiences.

In the last two weeks the coaches' efforts were directed towards assisting the students with individual goals of education, vocational training or employment.

V. EVALUATION DESIGN

(i) Two groups of students were recruited for this project as follows:

(a) Experimental Group - participants that took the Life Skills Course.

(b) Control Group - participants that continued to receive probation supervision as previously with no added incentives.

Both Control and Experimental groups were administered the "Community Adaptation Schedule" test[2] prior to commencement of Life Skills Project and at the completion of the project.

This test is designed to measure the degree of adjustment and attitudinal change to:

1. Work Community.
2. Family Community.
3. Social Community.
4. Recreation.
5. Organizations and Groups.
6. Communication.
7. Civic Community.
8. Finances.
9. Social Service Agencies.
10. Community Services and Activities.
11. Individual professionals.

The results will be contained in the evaluation to be submitted by Research & Planning.

(ii) Students were classified according to the Interpersonal Maturity Level Classification system.[3] The objective was to gain some idea whether involvement and response differed from one maturity level to another.

(iii) The coach maintained a record on each student to determine the degree of the student progress from his perspective (Coach's Rating of Students).

(iv) The coach maintained a record on the group as a whole, to determine the degree of group progress. (Group Development in Interpersonal Relationship Skills).

(v) Students evaluated the course on three separate ratings. These pertained to training materials, coach, the individual himself and the group. The purpose was to determine the change in student's perspective in relation to total course involvement at various stages (Student Progress Report).

VI. COURSE PROGRESS

(i) Attendance:

During the first two weeks a fairly regular and consistent effort was maintained to ensure regular attendance of participants. Probation Officers were contacted and made efforts to return students to the course. Telephone calls were made to the students' homes and the two New Career Students made home visits. Despite the effort, attendance was 67%; the low percentage was attributed to four persons that indicated a lack of general interest in the course.

As the participants in the course became more stabilized and those wishing to withdraw did so, the attendance rose to 83% for July but again dropped to 78% in August. For the month of September students remaining became involved in individualized programs and attendance was regular.

Ater the first two weeks with adjustments in attendance as noted later in this report the follow-up became less intensive leaving the responsibility of attendance more to the student.

Salary Incentive:

The training allowance was a strong incentive to regular attendance.

It was possible for the students to receive their pay every Friday. This frequent pay plan made it easier for the students to attempt budgets and thus develop skills to handle their money in a more adequate fashion.

Students were required to sign in and out for calculation of wages, thus simulating the procedure with an actual working situation.

Drop Outs: In addition to the two New Careerists, there were 15 original participants. Two terminated during the first week, mainly due to lack of interest and one was pending Court appearance. A substitute was placed in the group at the end of the second week thus maintaining a total of 14 commencing July 1st.

Two more students discontinued in July. One was unable to attend due to further involvement with the law while the other student dropped out as a result of glue-sniffing to the extent that his ability to function was grossly impaired. Commencing in August the total number in the group was 12, but during this month four discontinued as follows:

one - August 9th - unable to cope with the demands of the group.
one - August 21st - very poor home condition, alcohol consumption and lack of interest.
one - August 28th - pregnancy advanced to stage where unable to attend.
one - August 29th - unable to cope with demands of group.

The eight remaining participants completed the course in the following manner:

three - placed in apprenticeship lathing and plastering.
one - placed in further education training.
one - located employment at the Humane Society.
one - temporary employment at Manitoba Sugar - pending acceptance to a New Career Program.
one - employed in bakery.
one - employment in a Drugstore Warehouse.

(ii) The Life Skills Lessons:

(a) Equipment - all equipment for the course was very satisfactory. The video equipment, in particular, was an indispensible aid in encouraging students to attempt new behavioural responses and view the results on the playback screen.

(b) Space - the room where the Life Skills Course was conducted was adequate in size. It did lack the comfort to permit a warm atmosphere. Perhaps a more comfortable seating arrangement would be helpful.

(c) Lessons - our objective in this project was to provide the group with the opportunity of exploring the complete Life Skills Course. We fell short of reaching this objective for several reasons.

(i) The participants were practically, in each instance, a stranger to each other.

(ii) Relatively speaking, the participants appeared to have considerable difficulty in their abilities of showing "trust" either in themselves or in each other.

(iii) Participants appeared more prepared to deal with issues that were affecting them at that particular time rather than moving on to a new lesson.

(iv) It would seem that at this time we could have made greater effort to motivate the students to move onto new lessons which would concentrate more on other tracts of the Life Skills Course as compared to the amount of time spent on the "self" track.

However, the major emphasis was on the "self" track with a breakdown of the lessons as follows:

1. Self track - 26 lessons out of 34.
2. Family - 1 out of 5.
3. Community - 4 lessons out of 7.
4. Job - 4 out of 7.
5. Leisure - 2 lessons out of 5.

Four lessons dealt with introduction to the course and evaluations. A total of 41 lessons were covered, although the Life Skills Coaching Manual lists approximately 60 lessons, there are 91 lessons prepared for adolescents. Thus, the ratio indicated above is not completely accurate in that lessons administered were both from the course for adults as well as those for adolescents. The time spent on lessons does not include the time spent by the working group assisting individuals with their problems at the time of the problem's occurrence. As the group became more cohesive the more intense was this type of involvement. Indications were that the course was slightly too long in a concentrated fashion as the student during the last three to four weeks became impatient and seemed anxious to start on individual goals which seemed to be more demanding and meaningful with respect to future planning.

(iii) Afternoon Activities:

Although Monday afternoons were scheduled for tours, field trips, etc. some of these activities were carried out on other afternoons of the second week only. A total of eight such activities were experienced by the group. These activities were most helpful in that it acquainted the participants with community resources, working situations, variable work and working conditions as well as how to use some leisure time effectively without a great deal of cost.

Four other opportunities were provided by bringing to the group representatives from the community such as banker, Ala-Teen group, Manpower, Community College speaker.

Four work experience projects were organized for Tuesday, Wednesday, and Thursday afternoons. The New Career people provided transportation, guidance, and supervision for two of these projects. One project was with the Kinsmen school for retardates where two students worked closely with staff to supervise and organize activities therein. This placement proved very beneficial to our students in work experience as well as reference for future employment.

One project with the Central Y.M.C.A. for one person provided leadership training in addition to the organizing and supervising experience with younger children.

Two of the major projects that involved, on a rotating basis, the balance of groups were:

1. The Humane Society (East Kildonan)
2. Construction Project.

On project #1 above the participants received training and experience in dealing with animals as well as general maintenance work. One participant was able, as a result to get permanent employment here after the Life Skills Course was completed.

Project #2 provided experience and training on demolishing, rebuilding and painting. This experience was obtained from receiving supervision by an experienced carpenter while the students were working on rebuilding the interior of an older home.

As a result of this experience at least three persons found careers in lathing and plastering.

On Friday afternoon the students enjoyed recreational activities such as the Y.M.C.A., bowling, horseback riding, etc.

Considerable lesson time was utilized in assessing experiences from a majority of the activities and applying that experience to a meaningful "here and now" reality situation for the participants.

Thus, even though we fell short of the original objectives we are of the opinion that we were able to reach other goals which could possibly better meet the needs of this particular group of students.

VII. EVALUATION

1. Evaluation of the response of the experimental group to the program is to be compared with the control group on the basis of the "Community Adaptation Schedule". This aspect of the evaluation is being carried out by the Research & Planning Division and will be reported separately.

2. An attempt will be made at the end of the follow-up period to determine whether one particular "I-Level" classification responded better than another.

3. Coaches' Rating of Student Progress

- A.C. - Single, male caucasian, aged eighteen. He lives with his mother, has had fifteen juvenile charges and has been I-Levelled as Neurotic Anxious (Nx). He completed Grade IX at age 16 after having withdrawn the previous year in the same grade. He attended Grade X for a few days but quit. He has been out of school for approximately two years prior to the Life Skills Course, during which time he held one job for approximately one month. He attended the first, and fourth weeks and the first three days of the fifth week. The second and third week he missed completely.

  It appeared as though he wanted to attend, and when he was present and alert he was quite valuable to the group. He had no difficulty talking in the group setting and generally received the attention of the others when he spoke.

The most obvious difficulty with him was his use of "sniff". He was such a chronic sniffer that he was pretty well out of the picture most days that he attended.

The group as a whole were quite sympathetic towards his problem and made real efforts to offer assistance and to tolerate his non-participation on days when he was "out of it" from the night before.

During the first week he appeared to respond to the point where sniffing decreased. His probation officer related that he became more verbal, less depressed, etc., but the effects were short lived, despite the fact that he felt he belonged to a group with whom he could identify. This sense of belonging was sufficient only for a while. Sniffing had more of a hold on him than the group could compete with, and generally he became less and less available to give us his attention. Since leaving the group we have had a fair amount of contact with him in regards to doing something about his sniffing but he has not yet reached a point where he will avail himself of treatment in an appropriate institution or clinic.

- D.B. - Single, male caucasian, aged fifteen. He lives with his parents, has had five prior delinquent involvements and has an I-Level classification of being an immature conformist (Cfm). He completed grade seven at age thirteen and dropped out of Grade VIII in November of the next term. During the year and a half since leaving school he has had at least, only casual intermittent employment. He attended only three days the first week and two days of the second before withdrawing. The reason he gave for withdrawal was that he had secured a job and we have had no personal contact subsequent to his leaving.

- A.S. - Single, male Indian, age eighteen. He lives with friends; has had 10 delinquent and two adult involvements and has been I-Levelled as an immature conformist ((Cfm (c)). He completed Grade IX at the age of fifteen and has been out of school for the past three years. He has had three known jobs during this time, the longest of which appears to be for a one month period. Attended on 20 June 1973 and decided that he and the course were not meant for each other. We have had no subsequent contact with him.

- M.J. - Single, male Negroid, aged sixteen. He resides with his father, has had no prior delinquent involvements and has been I-Levelled as a Neurotic Acting Out (Na). He completed Grade eight at the age of twelve (began in England at age four) and dropped out of Grade nine in the fall of 1969. Since leaving school he has had no known employment other than casually for his father and not totalling more than one month in the three and a half years.

  Attended the first three days of the first week. On a couple of occasions in the following few weeks he came in for the mornings but wasn't on the payroll past the first week.

  He managed to gain a great deal of acceptance by the group despite the shortness of his stay. He fit into the group setting well as he was quite verbal and appeared to be open and honest.

  I had been exposed to M.J. prior to his involvement in the course and would speculate that his reasons for leaving were simply that it was not exciting enough or worth getting up for in terms of immediate rewards. He appears to make friends easily but perhaps a poor self image may not have allowed him to participate fully had he decided to stay. In this respect, M.J. has sufficient foresight to recognize a threat when he sees one. In turn this may have precipitated his withdrawal. He did seem to enjoy a certain sense of belonging in the group and it is unfortunate, if he saw the course in a threatening light. His stay perhaps would have benefited others equally as much as himself, as he did generate a certain charisma which greatly encouraged others to speak.

- L.B. - Single, male caucasian, aged twenty-two. Presently he lives common-law, he has had two prior adult convictions (no delinquencies) and his I-Level classification is not known. Little is known about his educational history other than that he completed grade nine. He has been out of school for several years with the exception of some time spent in a commercial art course. Since leaving school he has had no more than a handful of jobs in which the length of stay never exceeds two weeks.

The first week he attended three days; the second week 3½ days; the third week he was absent; the fourth week 4 days; and the fifth week 3 days. L.B. represented the oldest member of the group and was reasonably intelligent. He was however, the most frustrating member, and was the most consciousless person I have had the pleasure of meeting. Whether in the group or out of it he appeared to spend all his time attempting to manipulate someone. This utilized a great deal of time as he was also a bad manipulator and was obviously inconsistent most of the time to most of the group. He had at least two or three good honest excuses for every move he made and yet each one was different - depending on what day he was giving it and to whom.

It was fairly obvious that he entered the course as a result of what he felt was going to be an easy alternative to a lengthy period of unemployment. The total of his participation was on an intellectual level and he was not really appreciated by the rest of the group because of his condescending attitude. He lives exclusively for himself and functioned on the premise that there was nothing whatsoever wrong with him and all his personal predicaments were the result of other's actions or non-action.

The fourth and fifth week that he attended were rather frustrating for him personally as the group obviously would no longer tolerate his methods and group confrontation frequently resulted in his becoming aggressive, or withdrawing, or pouting or whatever he felt was most expedient to get him out of the particular situation.

We spent considerable time with L.B. working on cause-effect relationships (accountability) and there were a few brief moments during his stay where it appeared that perhaps something were absorbed. Finally, reinvolvement on a possession and cultivation charge resulted in an increased use of drugs and hence missing of time to the point where he never returned. It is difficult to say whether or not he would have benefited had he stayed. In a setting where awareness and honest self-appraisal is a major objective he certainly was in need of removal of a few rough edges. The group did have a definite plus factor in dealing with him, as confrontation and checking was not degrading, and fifteen persons on a long term basis are more capable of reinforcing the adage. "You can B.S. some of the people all of the time ...." than on a one to one basis or where less time is spent with the person.

In a recent discussion with his probation officer we were informed that L.B. has continued to abuse himself on drugs and has attempted suicide by overconsumption of sleeping pills on a couple of occasions since withdrawing from the course. He is presently on remand concerning the cultivation and possession of Cannabis Sativa charge, and perhaps the threat of gaol has caused him to escape on drugs. Anyway, if attendance in the course had any lasting positive effects on him they have not as yet come to the surface.

- D.T. - Single, male caucasian, aged nineteen. He lives with his parents, has had one adult conviction, and has been I-Levelled as being a Neurotic Anxious (Nx). He completed Grade seven at the age of seventeen and failed grade eight in the 71/72 school term. He has had two places of employment during the year he has been out of school, and each lasted approximately two weeks. He was admitted to the course a week late. His attendance was good for the first five weeks with only one day missed on each of the fourth and fifth weeks. The sixth and seventh weeks he attended three and two days respectively. What really went on with D.T. during the course still remains a mystery to me. Initially he appeared as though he was going to benefit all of us a great deal as he had a degree of insight into subjects that most other members appeared to lack. Shortly, however, it became more apparent that the insight never really included himself and the philosophy of life that he espoused was what he imagined was expected of a "hippie" type like himself. This manifested in inconsistencies and very immature actions and attitudes, which in turn, resulted in obvious resistance to accept, advise or even to listen to others who disputed his stance.

D.T. had some difficulty in really being accepted as an equal in the group. He and I sort of represented the sandaled hippies among the jean-jacket set. As a result he seemed to identify with myself and was constantly seeking me out on a one-to-one basis. It resulted in resentment by the others and because I felt I was beginning to understand him, frequently found myself defending D.T.'s actions against rather impressive odds.

This relationship had to be abandoned rather rapidly because of the suspected favouratism.

Subsequently, whenever he attempted to see me about an issue that pertained to group activities I would insist that he discuss it with all of us. We had previously discussed the group function as opposed to one-to-one and although he would verbally agree with the merits and the potentiality for greater acceptance his participation greatly decreased thereafter. Although he withdrew prior to completion, he did maintain some in-person and phone contact. His attendance did manage to instil in him a certain amount of self-worth. He did represent a highly unmotivated person and as he interacted with the group he somehow took the opposite but equally as unrealistic an approach. Without taking much time to assess goals he was shooting off in all kinds of directions, relating to furthering his education, without having followed through on any. He did not remain long enough to work out a realistic plan for himself, and at last contact, he was spending most of his days at home doing nothing.

- J.A. - Single, female caucasian, aged seventeen. She resides with friends, has had six prior delinquencies, and has an I-Level classification of Neurotic Anxious (Nx). She completed Grade nine at the age of sixteen and attended grade ten for a couple of days in the 72/73 school term. In the nine months prior to Life Skills she has had no known employment.

J.A. attended quite regularly for the first two weeks and again during the sixth, ninth and tenth weeks. She left after the eleventh week after having attended only ½ day.

In the beginning it appeared as though she was going to benefit both herself and others a great deal by her participation. She was enthusiastic, verbal, intelligent, and appeared to make friends easily.

A car accident (1st July) required her to be absent for most of the third week and complications concerning her operation caused attendance to drop off a great deal the two weeks following this. Attendance improved for one week then she missed another week. It was at this time that we found out she was several months pregnant and the resultant sick days, boy friend difficulties, problems with her mother, loss of living accommodations all aided in rather poor attendance.

When she did begin to attend regularly again (9 and 10th weeks) she found herself to have missed a great deal, relationship-wise, and was not as open as were the remainder of the group. The group,by this time, had become comfortable with each other and were not really receptive to people coming and going. Despite her forementioned qualities she was somewhat immature in her actions and she, like M.J. had sufficient sensitivity to recognize a situation that could prove threatening if she were to stay. In our opinion, had she not missed all the days she would not have seen us as a threat and we would have gained a great deal by what she had to offer. She also has a tremendous amount of potential and perhaps peer experiences and influence would have been what she needed to help her with her peculiar difficulties. We have had no contact with her since her withdrawal but frequent contact with her probation officer would indicate that we were just not adequate competition for the outside influences. Whether or not some outside influences were real or made up as excuses we were not given the trust or opportunity to help her deal with them.

- M.K. - Single, male caucasian, aged eighteen. He resides with his parents, has had twenty prior delinquent involvements and has an I-Level classification as an Immature Conformist (Cfm). He completed Grade nine at the age of fifteen and attended part of the 71/72 school term. In the year since leaving school he has had no employment.

M.K. was a regular attender and remained in the course until it terminated. He impresses as an extremely dependent person whose whole focus is directed towards doing things that he feels will cause him to be accepted. At the outset, he was so verbal that we had difficulty in shutting him off and he was continually volunteering for anything that required assistance. His ability to speak freely was somewhat of an assistance for the first while but when the more reluctant members developed the courage, they found that M.K. would not let them have the floor. This situation lasted only for a week or so when a noon hour fist fight caused M.K. to take a day off to recover and to think about the amount of appreciation that others had for his style. We were not aware of the fight for quite a while by which time M.K. had decided that it had been quite therapeutic. We were aware that he had begun to talk less and listen more but we were naive enough to believe that it had something to do with having discussed it in the group. The fact that he did return at all after the fight says something about his acceptance needs, as well as the potential for need satisfaction that he saw available within the group.

The emphasis that was stressed in dealing with him was in attempting to make him aware that he was a worthy individual and did not have to copy the worthy deeds of others to become accepted. We attempted to have him become more aware of his own system of values so that sacrificing them for a sense of belonging would become more difficult and hopefully would eventually be seen as not worth the price. He was of value to the group because of his eagerness to understand and participate in lessons, and was of sufficient sensitivity to recognize other's needs and encourage their participation. There appeared to be marked improvement in M.K.'s ability to relate to others and, disregarding his handling of a couple of instances where he showed as being rather immature, he formed some healthy relationships on an honest open level. Whether or not his group methods transferred to outside activities is hard to say, but I do feel that there is some lasting positive carry-over in his relationship management.

- L.S. - Single, male Metis, aged seventeen. He cohabits with his girl friend in his parent's home, has had three delinquent involvements, and has been I-Levelled as being an Immature Conformist (Cfm). He completed Grade nine at age sixteen but dropped out of Grade 10 in January of this year. During the sixth months he has been out of school he has not had any employment.

Attended regularly and remained until the end of the course. In the first couple of weeks was only a moderate participator and generally only if he was encouraged. His period of decision (whether he was going to stay) came during the third week when he went on a three day thinking spree facilitated by alcohol.

When he came back and the group was discussing his absence he would not say what he thought about what caused him to decide to return. When pressed he said, "Do you want to know the real reason?.... Because I missed you bastards .... I spent three days drinking and talking to Rose about you guys... No one has ever told me they liked me before." This had a tremendous impact on most of us as we all expected that he would give the hitherto common answer of attending for the money. He established a precedent by this expression of feeling and from that point most of the group seemed to give up the facade of not wanting to care about each other. This incident was especially effective because L.S. was always well liked and respected by all of the other members.

From this day on he became quite verbal and he showed a tremendous amount of empathy, and sensitivity and did more for allowing the group to accomplish things than any other member. It is interesting to note that when we had guests in, he would participate less and would use a few bad habits that he brought in with him in the beginning. This appeared to be his way of saying he wasn't ready to show the world that he was a cream puff, but he seemed to overcome this somewhat as guests got more frequent and he experimented with showing bits of his soft center. At present he is taking an apprenticeship in Lathing and Plastering as are two other members. This apprenticeship was offered to him as a result of the excellent work habits he showed while on the house remodelling project that we had in the afternoons. He maintains regular contact, and if such a thing were possible, I would like to see him working for New Careers or as a Life Skills Coach for natives or something along these lines. He is enthusiastic about persuing this avenue and in future contact we will be working out the feasibility of it. At present, age and lack of extensive involvement are minus points for New Careers and there are no courses being given in Prince Albert.

- R.H. - Single, male negroid, aged nineteen. He lives in a half-way-house, has had prior involvements as a juvenile and one as an adult. He completed Grade ten at age sixteen, and with the exception of a few months in upgrading in 72/73 has been out of school for three years. He has had five jobs in this time ranging from one day to one month. Attended regularly from the beginning and remained until the end. He and M.K. perhaps did the most battling over floor space. He was extremely verbal but unlike M.K. his contributions were mostly bravado. He was the oldest member when L.B. left which contributed to his status and despite his windy nature he was well liked by most members. The liking was superficial however, as most persons saw him as "nice to have around" but never really cared to associate with him after hours. On a personal level this is perhaps where we focused on him. That is, he did not really have the ability to abstract or empathize and during the course of the lessons he participated mostly intellectually. He tends to block or deny any information that he does not really care to hear or see. His participation may have benefited others but it had its least effect on himself. R.H. did make some positive moves in regards to allowing himself to be concerned about others, but his fear at perhaps losing faith in the protective image he has built about himself denied him many benefits he may have received. Contact has been relatively frequent and at present he is unemployed. He is registered with New Careers and was employed at Manitoba Sugar Co. following completion of the course.

- J.B. - Single, male caucasian, aged seventeen. He lives with his parents, has had four delinquent involvements and has been classified as a Neurotic Acting Out (Na). He completed Grade eight at age 15 and withdrew from grade nine in March of the following year. During the fifteen months after leaving school he has had two jobs; one for one week and the other for two weeks.

  J.B. started at the beginning of the course and although attendance was occasionally spotty he remained until the end. Attendance was, for the majority, voluntary but his inability to stick to anything for any length frequently required Ron Parkinson to exercise some controls. The forced attendance was certainly in J.B.'s best interests but it had its drawbacks. J.B.

always had the ready made excuse that he was forced to go despite the fact that we felt he really did want to attend. His idea of regular attendance was just different than ours. We made an agreement with Ron that J.B. would come no matter what happened partly because he could use any skills he may accidentally absorb and partly because we were interested in the effects of compulsory attendance.

We are of the opinion that there were resultant occasions where he would test the group limitations merely for the sport of it as he knew there was no way we would kick him out. In total however, he was frequently keenly interested in what was happening and there were prolonged periods in which he seemed to forget that he didn't really want to be there. The last couple of weeks he began testing in earnest again and this may be a result of knowing the course was coming to an end and he wanted to reassure us that his views changed. He did manage to pull a little shady on us, as far as having a job was concerned, when the course ended.

He has remained in contact and he at least appears motivated in the right direction although he isn't really doing much in relation to his asperations. The overall experience of interacting with the others and their attempts to have him realize the futility of his mode of operating must have had some lasting effects but specifics in his case are difficult to pin point.

- J.H. - Single, male Metis, aged eighteen. He lives with his mother, has had fifteen delinquent involvements, and his I-Level classification is that of an Immature Conformist (Cfm). He completed grade ten at age seventeen and had been out of school for approximately one year, during which, he had one job for one day.

J.H. attended 2 days the first week and was absent until the fourth week. He attended fairly regularly for the next three and then slowly faded out of the picture. In this particular case we can't help but feel that we just were not of sufficient incentive to overcome what was going on outside. The home situation appears to be quite unstable and he frequently was up half of the nights. Information that we had, was that he did not have sufficient controls to resist the use of alcohol and drugs that were a constant temptation in the home environment. He verbalized a desire to continue in the course but admitted that he was no match for alcohol.

He participated well when he attended and was respected and liked by most members. He most likely would have benefited had his outside influence been more positive, as he seemed to have an honest desire to attend.

- G.G. - Single, male Metis, aged sixteen. He resides with his mother, has had fifty-three prior delinquencies and has been I-Levelled as being an Immature Conformist (Cfm). He completed Grade seven at age fifteen and has subsequently been out of school for one year. In this period he has had one job for two days and another for four weeks. He began the course one week late and was one of the best attenders until his departure on the 28th of August.

We had a considerable amount of difficulty in dealing with him as he was not only reluctant to participate, but he liked to have others not participate with him.

Most participation was only after a considerable amount of encouragement. I can't recall even one spontaneous remark coming from him. He was personally and collectively a very frustrating person and his departure was mostly a result of my not giving him much else in the way of alternatives. I found myself defending him and his actions on several prior occasions and it resulted in my doing all his fighting. I'm not sure how I let myself get into that trap, but when I eventually lost patience there was not much group resistence to his choosing to leave.

In the afternoon projects and activities he was more open, friendly and a good worker. As a result he was quite well liked as a person but it made the lesson segment of the course that much more frustrating. If we could have convinced ourselves that he wasn't really worth the time and effort it would have made his ejection easier or at least allowed us to ignore the non-participation.

- R.J. - Single, male Metis, aged seventeen. He lives with his mother, has had thirty-one prior delinquencies, and has been I-Levelled as being an Immature Conformist (Cfm). He completed grade VII at age fourteen and has not returned to school during the past three years. He has had two known jobs; one for one week, and the other for two and a half months.

He started at the beginning of the course and missed only a couple of days until the course was finished.

He was much like G.G. in many ways but would participate much more readily when encouraged. He was equally as frustrating but had the distinct advantage of not interfering with others on those days when he did not want anything to do with what was being discussed, and when he did contribute he usually came out with showstoppers. He did respond well if he was convinced that we were genuinely interested in his contribution. This appears to be a result of a tremendously devasting inferiority complex which results in an inability to speak for fear of saying something dumb.

There was a great improvement in his ability to relate over the months but like L.S. guests had a tendency to bring out his worst. He was asked to leave on one occasion after about the first six weeks,but he decided to return the next day and attended for the duration. It was after this that he decided that if he wasn't going to do anything he would do it on his own. Doing nothing by himself must have been frustrating as it resulted in the beginning of more active participation.

In the afternoon he was probably the most willing and conscientious worker that we had, and this resulted in he too being offered an apprenticeship in lathing and plastering. He began with Jaerlich & Co. on the 17th of September and contact we have indicates that he is still there. It should be noted that he so impressed Mr. Epp (person whose house was remodelled) that he convinced the labour union to accept him despite not having sufficient education to join the union.

If the course did accomplish anything for R.J. it was in regards to his self image and the feeling that people could be concerned about him. He is not exactly filled with self confidence, but the non threatening atmosphere did allow him to try on a few new behaviours which he appears to have been able to adopt as his own. He remains fairly cautious in expression of feelings but at least they don't appear to still be denied their existence.

- K.L. - Single, female Metis, aged eighteen. She lives with her uncle and aunt, has had one prior delinquent involvement, and has the I-Level classification of an undifferentiated Neurotic (N). She completed Grade seven at age fourteen and returned at seventeen to grade eight but remained only a few days. She has been out of school for approximately two and a half years and has had one employer on two separate occasions, neither of which lasted for more than one month. She has had a number of babysitting jobs but nothing on a full-time permanent basis.

With the exception of one week, she was a good attender and remained until the end of the program. She impressed as being an extremely withdrawn, dependent girl. For the first week she just sat there and never raised her head. After some time to get to know others,and a considerable amount of encouragement, she made some rather startling moves in terms of participation. She did, however, not advance much past the point that she reached after the first few weeks. This caused a considerable amount of frustration with some members because they got tired of continually being supportive without noticeable changes. On one occasion late in the course it led to a few guys attacking her quite brutally. It caused her to leave crying but she returned by the afternoon. This incident had its beneficial effects, however, as it tied in with the lessons on confrontation for that week and it had some sobering effects on several members. A couple of weeks after this, we had another incident where she spent a week with relatives in Ashern (130 miles). The group decided that she should be asked to return and they went out to see her. The situation that they perceived her to be in caused three group members to go out a couple of evenings later and they convinced her to come back to the city. We had some difficulty in regards to our interfering with the legalities of her situation, but we feel this worked itself out with her Probation Officer. Despite a few difficulties we experienced regarding the incident it was indicative of some of the bonds that were established and was of of special significance to K.L. She remains unemployed, at present,but keeps regular phone contact and has made job applications in a few places. When the course ended, she had been accepted back in school, but she changed her mind about attending. An incident, perhaps worthy of mention, is that last week she had to appear in court on a fairly serious charge. She phoned right after her court appearance and was extremely elated about the fact that she should speak up for herself in front of a whole room of people.

E.W. - Single, male caucasian, aged seventeen. He lives with his mother, has had forty-one delinquent involvements, and has been classified as a Cultural-Conformist (Cfc). He completed grade six at age fifteen and has been out of school for one year. During this year he has had three jobs ranging from two to six weeks.

He showed good attendance habits after he worked out his difficulties with arriving on time and he stayed until the end. Despite his education level he was one of the more intelligent members. He later wrote the Department of Education, grade level test and functioned at a sufficient level to be accepted into the union where he is now an apprentice. He was well liked, verbal, he could make logical cause-effect associations and appeared generally concerned about where he was heading in life. He lacked a great deal of tolerance and empathy for others however, and in lessons he was frequently bored, as a result of the rate of movement of others. He spent considerable time explaining things to others, but it appeared as though it was initiated so that we could move on rather than real concern about having others understand. In respect to lessons he was an asset but impatience may have caused him to miss many of the objects of the lessons.

He wasn't involved in the afternoon work projects except for the first four or five weeks. He and R.H. spent a month at the Kinsmen School for Retardates as afternoon and evening volunteers (evenings without pay) and were highly praised by this institution for their performance. He did work long enough on the remodelling project to show himself to be a good worker and this in turn led to the apprenticeship referred to above.

- G.M. - Single, male caucasian, aged seventeen. He lives with his parents, has had twenty-two delinquent involvements, and has the I-Level classification of being a Neurotic Acting Out (Na). He completed grade seven at age fourteen and attended for a short period in grade eight. In the year and a half since leaving school he has had four jobs all of which lasted less than one week and the fifth which lasted for four months.

  He was also a good attender and remained until the end of the course with frequent contact to this date. He was not really much of a participator the first couple of weeks and then seemed to go through a week or so where he was making up his mind as to whether he should continue or withdraw. After this period he became enthusiastic, asked lots of questions, gave assistance to whoever needed it and in general terms became sort of the king pin of the group. He showed himself to be insightful, empathic, mature and several other characteristics that were not as well developed in others.

  He had an unusual willingness to help others and the gift to do it in a manner that wasn't condescending. He appears realistic in his outlook on life and is taking positive steps to improve.

  When the course ended we tried to convince him to go back to school but he chose to work because plans he had made with his girl friend required money. He quit his original job (after we discussed it at length) and he is scheduled to take the placement test at the upgrading centre on the 9th of October. He has a job lined up for the 10th of October to fill the gap between writing of the test and the time he can begin.

INDIVIDUAL PARTICIPANTS

Names appear as initials

	(1) NAME	(2) AGE	(3) SEX	(4) RACIAL ORIGIN	(5) MARITAL STATUS	(6) RESIDENCE	(7) NO. OF CHARGES	(8) I-LEVEL	(9) GRADE COMPLETED /YEAR
1)	A.C.	18	M	Caucasian	S	Parental M/O	15 Juv.	NX	9/71
2)	R.H.	19	M	Negroid	S	Half-way house	2 Juv. 1 Adult	NA	10/70
3)	J.B.	17	M	Caucasian	S	Parental	4 Juv.	NA	8/71
4)	K.L.	18	F	Metis	S	Placement-Aunt	1 Juv.	N	7/70
5)	L.B.	22	M	Caucasian	C/L	Rented Home	2 Adult	-	9/?
6)	G.G.	16	M	Metis	S	Parental M/O	53 Juv.	C.F.M.	7/72
7)	M.K.	18	M	Caucasian	S	Parental	20 Juv.	C.F.M.	9/71
8)	L.S.	17	M	Metis	C/L	Parental	3 Juv.	C.F.M.	9/72
9)	R.J.	17	M	Metis	S	Parental M/O	31 Juv.	C.F.M.	7/70
10)	J.A.	17	F	Caucasian	S	W-Friends	6 Juv.	NX	9/72
11)	J.H.	18	M	Metis	S	Parental M/O	15 Juv.	Cfm	10/71
12)	M.J.	16	M	Negroid	S	Parental F/O	8 Juv.	NA	8/69
13)	G.M.	17	M	Caucasian	S	Parental	22 Juv.	NA	7/70
14)	E.W.	17	M	Caucasian	S	Parental M/O	41 Juv.	C.F.C.	6/72
15)	A.S.	18	M	Metis	S	$\bar{c}$ Friends	10 Juv. 2 Adult	Cfm (c)	9/70
16)	D.B.	15	M	Caucasian	S	Parental	5 Juv.	CFM	7/70
17)	D.T.	19	M	Caucasian	S	Parental	1 Adult	N	7/71

4. Coaches' Rating of Group Progress

Initial impressions, of the group were that they were somewhat more mature and enthusiastic than had been anticipated. We are not really sure of what we had, in fact expected, but in retrospect this first impression appears to have been a result of our own low level of expectation. The first few days were spent in relatively relaxed kinds of exercises, the purpose of which, were to help persons to get to know each other and to allow time to deal with questions that the students had regarding: the purpose of the course; why they were chosen; what our roles as leaders were; what was expected of them; what they could expect from the course, etc. etc. It was quite apparent at the beginning of the course that most of the students were skeptical as to why they were there. As a result of probation officers not having a great deal of experience with Life Skills and therefore being unable to elaborate what was to occur during the 15 weeks, a lot of the students came with misconceptions both as to why they were chosen and what the course objectives were. This situation presented us with our first set of obstacles, namely there was a fairly wide shared opinion that they were chosen because they were "stupid", and did not respond to the methods used by their probation officers who as a result "dumped" them on us. This attitude was only predominant for a few days until such time as they participated in lessons and got to know us better. However, questions that hinted of these feelings of low self image recurred sporadically for a few weeks. It was quite evident after only brief contact that we would have to facilitate the group throughout the course span with the two most obvious observations in mind: (a) that the majority had low opinions of themselves in regards to intelligence and worth and (b) they didn't really trust us; partly because we were probation officers whom they didn't know, and partly due to skepticism of the group purpose.

The Life Skills Course itself is designed to enhance self image and if conducted in a supportive manner we expected participants self-image to improve given an appropriate time lapse. The issue of trust became less of an issue after a short while when the students came to realize that everything they were saying in the group was not going back to their individual probation officers. As was noticed by most persons concerned, there was a great deal of contact between client and probation officer the first two or three weeks of the course. A large percentage of contact can be accounted for in terms of propinquity and personal needs, but we felt that it was somewhat enhanced by a need for the students to know how much contact the project director and myself had with their probation officers and the type, if any, of information that we were giving them. The situation improved a great deal with the passage of time and the knowledge that what went on in the group stayed in the group. Whether or not the trust in us and in each other became all that it should, is difficult to say, but it would appear that it was sufficient to allow for the group participatory learning process to occur.

It took the group approximately a week to ten days to get to the point where the participation became spontaneous and a sense of group belonging had developed. There were particular students who never really allowed themselves to share and use the group to their advantage for the entire length of the course, and on the other hand there were students who tended to monopolize the group without any real advantage to either themselves or the group.

It became our function as facilitators to invite more participation from those who were reluctant, and less from those who tended to be aggressive and somewhat intimidating of the less verbal. In effect, we tried to create an atmosphere wherein each person's contribution was valued not so much because of its content as because the contribution came from a valued member, and was a reflection of his or her real feelings. In this respect, each and every contribution had validity because each person had validity. The fear of making a contribution was only in regards to its relevance at the time. In this way we could discourage irrelevant conversations without attacking the capabilities of the person making the contribution.

This is, however, the ideal rather than the real. As the majority of the group developed a sense of belonging and a desire to make some progress they also took over self regulating responsibilities. This was extremely productive in that group members responded much better to peer influence, but in several instances the confrontations were of the nature of character attacks rather than issues. This particular mode of confronting caused us some difficulty on occasion and as a result required a good deal of time to attempt to overcome. As affection developed, however, so did tolerance and empathy and although there were instances right up to the end of the course where confrontation was degrading there was considerable improvement in this area. Overall, we made efforts for each member to analyze those responses that others emitted and at the same time to try to become aware of their own mode of responding and its origins. Each member attempted to respond to the content of confrontation rather than the feeling responses that it invoked.

The preceding is a general idea of the type of process under which we attempted to operate. In most cases it would appear that there were noticeable changes in relating skills of the students but lasting effects or carry over to outside activities is difficult to assess. It must also be considered that we, as coaches, had sufficient difficulty in adapting ourselves to what was sometimes uncommon means of responding. In this regard, it was quite apparent that at times we got frustrated to the point where we did not practise what we preached. This brings up an interesting point for consideration. Given that we allowed our impatience and frustrations to show themselves to the group, seemed to have some beneficial effect, relationshipwise, between us and the members. Towards the end of the course we discussed some of the obviously frustrating days that I had earlier in the course. I began to apologize for the couple of times I lost my temper, and several of them cut me off by saying that it at least showed us to be human like they were. This issue was reinforced in about the second week when the director (I was absent) tried to explain to the group that my frustration did not incapacitate me as far as empathizing with them was concerned. The majority of the group misinterpreted what he had tried to say and read it as though I was "a good actor and could fake my moods to make them feel that they weren't alone." This particularly affected them as I had spent time with each of them on a one-to-one basis and they had been hitherto satisfied that I could genuinely feel for their particular situation. This problem worked itself out after we all discussed what the director had said, but it was quite obvious that they did not have a great deal of respect for someone who has all the answers or who at least was not human enough to show his own weaknesses.

There were other times when a couple of them had wanted to talk to me and I had delayed the conversation by saying I wasn't in the mood "or" I had other things to think about, etc. These instances made me feel that I was neglecting my duties, but in retrospect, it turned out well because we developed mutual respect in that we honored each other's right to have other obligations and areas of concern. These occasions were not seen as being the result of any personal feelings towards them (vise/versa when I wanted to talk to one of them) and the honest expression of "not being in the mood" etc., seemed more productive, in the long run than feigned attentiveness. Whether or not this approach can be used in situations where contact is less frequent is doubtful, at least not prior to a good relationship being established.

In summary, it would appear that the group process would have lacked a great deal were we not able to be completely honest with our own feelings or if we were not tolerant of the whims and feelings of the others. This does not imply that all expressions are appreciated or that they were allowed to interfere with the group activity. Rather, the expressions of each person were acknowledged and their merit decided on the basis of whether it was the appropriate time or if it interfered with whatever was in progress. This is in keeping with the forementioned philosophy that all expressions are valid because they reflect feelings.

In this manner, each person can maintain the right to feel that way. The eventual outcome it is hoped, would be where he feels free to express his feelings and to decide for himself what is appropriate under what circumstances.

A further issue was that of controls and confrontation of individuals concerning their actions and participation. This was exclusively a problem for the director and myself for the first week or two. We experienced some difficulty in this area mainly because we were beginning to appear as the only "party poopers" in the group. We spent a great deal of time, initially, defending the others' right to participate in lessons as opposed to the few who were chronic non-participators or who were not in the mood that particular day.

However, a certain amount of group cohesion had developed and we decided that perhaps it was up to those persons who were really interested to confront those who were not. We transferred these duties in a very subtle manner by merely saying, "we are tired of being the bad guys and we refuse to continue to defend your rights. If there are any of you who wish to make something out of these sessions you will have to speak up and if things start going down hill, you can all go home." This method had the desired effect and from that point on group sanctions were administered mostly by the group. At this point, peer influence appeared to have more effect and we in turn could concentrate on the lesson giving and enjoying the non-"bad guy" role. This approach had a few bad side effects in that most members had internalized a less sophisticated means of censure than was appropriate for the group, and it quickly led to some lessons on helpful and harmful methods of confrontation.

There was also some difficulty in having the group decide the sanctions as a result of their lack of patience with several suggestions being made that we start weeding out members. This also involved some tricky manoeuvering when we had decided that things would be run democratically and we on occasion suddenly found ourselves out-voted by a rather overwhelming 15 to 2. As time progressed however, it appeared that the benefits outweighed any bad effects. As is apparent (and perhaps somewhat to be expected) we had some difficulties in deciding on procedural matters and the methods we experimented with were frequently as new to us as they were to the students. In general terms, we responded rather spontaneously to the feelings that were invoked by particular situations and the success-failure ratio appeared to have netted a profit.

5. Students' Evaluation

- Comments on student's own perspective on the Life Skills sessions were derived from three questionnaires written by the students on July 9th, July 30th, and August 31st.

On each questionnaire the students rated four areas:

1. Training material.
2. Coach.
3. Themselves.
4. Others in the group.

They indicated their opinions by marking an "X" on a scale of one to twelve with one being poor and twelve excellent. The scores were averaged for the group for each period on the same basis. (1-12) (See figure #1.)

(a) Training Material:

Looking at number 1 & 2 of the appendix indications are that the students found the material significant and relevant.

(b) Coach:

Numbers 3 - 6 evaluate the coach according to the way the students see him. The scores seem to indicate that the coach's role was above average on the first and last rating. The lower rating in the second test in two areas seems to be an indication of the group's frustration about what appears to be the coach's lack of interest, but in our opinion is the stage of dependency of the group on the coach as the group became more independent the rating of the coach also increased.

(c) Yourself:

Numbers 7 - 13 was the rating that the students made of their own participation in the course. This area seems to indicate that the students were fairly hard on themselves but on the overall improved their self image.

(d) Others in Your Group:

Numbers 14 to 16 are the results of how each person in the group perceived the rest of the members. It would seem that for the first six weeks there was very little change in the group's status. As the group became a more closely knit unit the individual members were of the opinion that they receive greater support from fellow participants. This area will be further elaborated on by the coach in the group rating.

STUDENT PROGRESS REPORT - LIFE SKILLS COURSE

Figure #1

We need to know: How well you are doing on your course.
The benefits you gained.
Your problems which have not been helped by the course.
How well the coach is doing in running the course.
The usefulness of the training materials (such things as reading materials, things the coach uses to help you learn.)

		TOPICS RATED	July 9	July 30	Aug. 31
	////	TRAINING MATERIALS	////	////	////
(a)	1.	How helpful are the training materials for training?	7.4	7.8	8.5
	2.	How interesting and relevant are the training materials?	8.6	7.5	8.9
(b)	////	YOUR COACH	////	////	////
	3.	How well does your coach understand your problems?	7.7	8.1	9.1
	4.	How well does your coach attend to your needs?	8.1	7.2	9.3
	5.	How well does your coach help you learn?	10	8.1	9.9
	6.	How well does your coach run the class?	7.5	9.0	9.1
(c)	////	YOURSELF	////	////	////
	7.	How is your interest in the course?	8.3	9.0	9.1
	8.	How hard do you work in the course?	6.9	6.4	7.6
	9.	How useful are the things you are learning?	7.9	8.8	9.7
	10.	How well do you use class time?	6.1	5.6	7.2
	11.	How well do you finish hard course work?	5.0	7.1	7.1
	12.	How well do you help others?	4.6	6.2	7.1
	13.	How well do you show consideration for others?	4.4	5.5	7
(d)	////	OTHERS IN YOUR GROUP	////	////	////
	14.	How well does your group help you to learn?	6.9	6.1	7.4
	15.	How much consideration do they show each other?	5.9	5.9	7.3
	16.	How much interest do they show in the course?	6.1	6.6	8.3

Rating - 1 POOR - 12 - EXCELLENT

FIGURE 2.

COMMENTS - RE:- LIFE SKILLS PARTICIPANTS

Group #1.

- No comment.
- No comment.

- The course is excellent but I wish I would've listened and learned instead of giving everybody a hard time. I appreciate what everyone is trying to teach me but it doesn't work.

- My ratings have changed because the attitude of the group has changed there is more sharing and caring happening between them.

- I rated most things higher this time as everything is falling into place. All phases of the group activities are much better than before.

- I think that I would like to improve No: 8, 10, 11, 12, 13, to excellent.

- Well, first of all, I think, I'm a good worker and I have a good head. Plus, I try my hardest to help the other people with their problems.

Group #2.

- I really enjoy the course.

- I think everyone that's still in the course will make it in society!

- Some people in this group bugs my ass but it is my fault for screwing myself and everybody else around. In the last few weeks of this course I will try to participate but it depends on who wants me too.

- I think that the visitors were very useful to the group, we were able to show them what we are about. I need a lot more learning personally. I enjoy coming to work and that is a change for me.

- I feel an awful lot better about W.G. and the course now; A.K. seems to be explaining more to me from which I get a better understanding. I thoroughly enjoy the course now.
- Warren and Alex are doing a fine job, but I think still that John Bailey should try to improve himself but I guess I'm no better but I'll try harder.
- I need more help to understand more things I don't know. The coach is very good and Alex is a very smart man and the way I still see it he's still like a father to us. I don't mind visitors, that's if they're good looking girls.

(e) Other Comments

Figure #2 contains a list of comments (verbatim) by various group members. These comments were made during the last two sessions. It would appear that motivation to participate and learn was relatively high. As the Life Skills Course integrates the student's use of group dimension it may be said from the above conclusion that this objective was achieved.

VIII. COACHES' EVALUATION

1. Dual Coaching

The arrangement whereby the project Director and myself coached the group together was extremely valuable given that we were both novices in Life Skills coaching having just completed the coache's training. Lessons were planned together and we were thus better able to assess their purpose and limitations as they applied to our specific group. This was of particular value in view of the limited time we have to prepare lessons during the initial weeks.

In the lessons giving phase it also proved to be beneficial in that cues that were missed by one could be picked up and capitalized on by the other. It was difficult to always be in the mood for giving of lessons and there were mornings when one or the other was not particularly alert. Given that lessons appeared to fail or succeed on the basis of how the first few minutes went it obviously decreased the odds against a poor beginning. The most obvious area where this arrangement was beneficial was in the realm of support. I feel we may have entered into the course a little too optimistic about what the results could be. There were many occasions when long supportive discussions were necessary and we feel we were better able to adjust to realistic expectations when both of us were there to witness what was taking place.

We had our share of difficulties due to the differences in style and personality, but these were worked out in the afternoons and never presented any major problems. These differences caused us both to adjust our styles somewhat and were probably more beneficial than if we had been alike. Our differences would also be of value to students who may have had difficulty in relating to either of us, or who may have had stereotypic impressions of "straights".

With the amount of paper work and statistics required due to this being a demonstration project, it would have been more than one person could handle. It therefore afforded us an advantage in being able to work out a diversion of duties. As the course progressed and we gained confidence the need for dual facilitation became less and we were able to adjust ourselves accordingly.

Assistance in future courses would appear necessary only if activities other than lessons are expected and supervision or transportation are required.

2. Afternoon Projects

The afternoons were divided in three areas of reference i.e. recreation, educational, cultural, and employment.

The obvious effects of our projects were that four permanent jobs were offered to the students as a direct result. The fact that the lessons are designed to cover two of these areas (job and leisure) they had value in giving real experience in the areas around which they discussed in the lessons.

The recreation afternoon was of value in that students got to participate in activities that many had never experienced before. Most of the time spent was at the Y.M.C.A. but during the last month it included a variety of activities all of which were paid for by the students.

The work activities were of limitless value. The expectation put on the course was that it should prepare them for jobs and the projects gave them an existing source of information to utilize in the related lessons. In this respect the projects were far more valuable as a source of information and experience than we anticipated.

The work projects were ones in which we were involved personally as a group and were not part of a larger community project. This gave rise to a great deal of pride in being able to look at something that was totally their doing. There were occasions when they worked unsupervised and it resulted in more work being done than when supervision was present. Give the relateable experience and the sense of worth that afternoon employment provides, it would appear to be worthy of much consideration for future courses. In this respect we might take advantage of the Y.E.S. program now under way and afternoon projects would not require additional manpower.

3. Role of New Careerists

Two New Careerists (one male; one female) who were group participants in the morning served as assistants in the afternoon work and recreation activities. They provided transportation to and supervision of the afternoon projects and were more or less on their own in these activities after the first couple of weeks. The most obvious problem that comes to mind with this arrangement is the dual role that had to be played by the New Careerists. In the morning they were supposedly of equal status to the students and in the afternoons were expected to change roles. (It is difficult to discuss it in terms of status in a group that is supposed to work relatively free of status consciousness. For the writer's purposes in this submission, status and influence will have roughly the same connotation).

We feel that this role changing was confusing to the rest of the students and they never really saw the New Careerists as being equals. This situation would be quite tolerable in most instances but we found that they occasionally had a great deal of negative influence during the afternoons. On days when they were frustrated it got passed onto other members and the position they were seen to occupy by the students made their influence that much more binding.

The reverse situation was also true, in that they gave positive influence, but it was less apparent and it didn't really require that we deal with it, as in the case of negative feelings that tended to come to the surface in the group. This was definitely not a problem that was created by the particular New Careerists that we had. The course activities required that we utilize them in this fashion and we may have suffered more severe difficulties had we not had them. It must have been a thoroughly frustrating experience for them as well as they were never really in one camp or the other. This situation may also have been far more positive an arrangement had we had time to get to know each other before we started working together. As it happened we perhaps had expectations that were unrealistic, which may in turn have interfered with our recognition of the positive advantage to their participation. As it happened, the New Careerists required a fair amount of "out of class" time during which we worked out most of our differences. This may have been an expected part of our duties, but nevertheless one for which we had not prepared ourselves.

On the positive side, the New Careerists were valuable in the lesson half of the program. They frequently were the cause of sparking interest and conversation and overall prevented several lessons from flopping. In this respect, they were often confused about lesson content and purpose but genuinely interested and enthusiastic about what they were getting out of the lessons.

IX. IMPLICATIONS FOR FUTURE USE OF LIFE SKILLS APPROACH

1. The course provided the student with a group learning experience which facilitated the developments of trusting, self-awareness, and control, systematic problem solving, and work experience with subsequent occupational placements.

2. The Life Skills Course is quite manageable with respect to facilities and space.

3. Extra assistance (New Careerist) for the coach is required if other similar projects involving afternoon activities are repeated.

4. If a project similar in nature is repeated, the number of participants should not exceed 15 nor be less than 10. With more than 15 students it is difficult to provide sufficient individual attention and involvement. If less than 10 students participate, this would be both uneconomical and would limit the scope of personal experiential contributions by members.

5. In similar projects, the lessons of the Life Skills Coaching Manual, after the necessary introductory ones, can be tailored to meet the needs of any particular group.

6. Time wise, it would seem that the maximum period should be approximately 12 weeks, in a concentrated form, such as this one has been.

7. Students desiring to enter the Life Skills Course other than at the commencement of the course may find some difficulty in making an adjustment. However, with support from the coach and other group members this could be worked out to the advantage of both the student and the group. Thus, it seems that continuous intake is possible but would require very close evaluative measures by the coach.

8. In order to operate a project in the future such as the one just completed, financial assistance is a requisite for the participants, as it provides: (i) income, (ii) incentive, (iii) training situation, that can be applied to a living situation (punctuality, hours of employment, employment standards, etc.)

9. To our knowledge the students (except for one out of the 14 that remained for any time) did not get involved in further delinquent behaviour up to the completion of the course and considerable change for the better in attitudes was noted. These changes can be directly attributed to the Life Skills Course.

10. Contact with participants in the brief period following termination of the project confirms the impression that those candidates completing the course profited significantly. It did appear, however, that gains made during the course tended to diminish when support was withdrawn rather abruptly. It would seem that a continued follow-up period by the coach which could consist of individual counselling,occasional group meetings, contacts with employers and/or education authorities would greatly enhance the retention of the gains made by the participants during the course proper, thus reinforcing any hitherto improvement in social functioning. Should a somewhat similar project be undertaken it is recommended that the coach assume full responsibility for facilitating the course and in addition assume the probation supervision role during the entirity of the course and for at least two months thereafter.

X. ALTERNATE POSSIBILITIES FOR CONSIDERATION OF OPERATING A LIFE SKILLS PROGRAM

Participation in the Life Skills Coach Training.

Review of two research projects compiled by Saskatchewan Newstart on Life Skills Course in Mental Hospitals and in Correctional Institutions, comments in the manuals prescribed for the Life Skills Course, as well as the experience of this project suggest that the Life Skills Course could be conducted in a variety of ways.

Probably the most ideal and meaningful way is the manner in which this project was structured with greater emphasis on a variety of lessons. This comment is made, in light of the fact that the Life Skills Course integrates three process dimensions:

(a) Content
(b) Group
(c) Problem solving

Thus in order to utilize the group dimension, regular and frequent sessions appear to be the most beneficial to the student. However, indications are that other components could be strengthened to compensate to some extent for the diminution of the group dynamic.

It seems imperative, regardless of the manner in which the Life Skills Course is conducted, that Audio-Visual Equipment, Over-Head Projector, and tape recorder be available.

There are several alternatives that must be considered in arranging for Life Skills Lessons in any given situation some of which are:

(a) the time the student has available (working, if so, what hours).
(b) student's needs - track (self, family, etc.)
(c) Coach time - time that coach has available.
(d) availability of equipment.

In setting up a Life Skills Course to meet the needs of the students the duration of the lessons allow themselves to a very flexible scheduling. The overriding factor is to allow sufficient time in each lesson to complete one block of the lesson. Thus, the course can be fitted into a schedule of meetings once per week to the ideal situation of the project just completed.

In considering the frequency of the Life Skills lessons, one would have to consider most important the time that is available for the student to attend. Thus, in an employment situation, in all probability it would be an advantage to consider two sessions per week. The frequency of these sessions could be modified or increased, depending on the requests of the group as the course progressed.

The course could also be tailored so that emphasis would be placed on only one of the five tracks.

Continuous intake of students into a course is, as mentioned elsewhere, a disadvantage but yet fairly realistic. It would simply mean utilizing the group already in session to support and pass on information they have gained to the new student.

Thus, in summarizing our evaluations and comments, we have noted the benefits of Life Skills Training to people and are of the opinion that further training be conducted for others.

Project Coach
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Project Director,
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AN ANALYSIS OF THE LIFE SKILLS LESSON PLANS

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Training Research and Development Station

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AN ANALYSIS OF THE LIFE SKILLS LESSON PLANS

During the months of August and September, 1972, an analysis of the Life Skills Coaching Manual was carried out to achieve the following objectives:

a. To determine, classify and catalogue the course skills.

b. To determine those skills which are considered optional and identify any other skills which should be added to the course.

c. To determine, classify and catalogue the levels of learning to which each skill is developed by the course.

d. To prepare a sequence of skills development.

e. To prepare a sequence of lessons for the existing Life Skills Coaching Manual which will aid coaches by showing interdependencies of lessons; mandatory preceding lessons; optional lessons; and the prime skills emphasized by each lesson.

f. To prepare a specification for further development of the course.

A list of assumptions made during this study is at Annex A.

A list of some of the problems encountered in carrying out this study is at Annex B.

Classification of Levels of Learning

As an aid to record the data included in the lessons and to analyze the data to provide development information it was decided to classify levels of learning into a number of categories. These categories are not intended to show a hierarchy of learning - rather they are intended as a means of gathering and measuring the course skills.

The levels of classification selected are as follows:

a. Exposure (The skill is presented to the students but they do not actively perform the skill. The students are essentially passive except for discussion about the skill.) Sub-classifications are:

  (1) The skill is exposed or used by the coach or other media, without explanation or definition.

  (2) The skill is explained to the students.

  (3) The skill is discussed by the students.

  (4) The skill is demonstrated or modelled to the students.

b. Recognition (The skill performance can be identified or recognized by the students when the behavior is performed by a peer or coach or in other media.)

c. Recognition of Quality (The students can identify the quality of skills when performed by himself or by others.)

d. Practice (The students actively perform the skills.)

Sub-classifications are:

  (1) The students, within the group, perform the skill.

  (Several students will probably perform the skill, some will participate to some degree, and some may remain almost completely passive. There is no guarantee in the lesson that each student will actively perform all elements of that skill.)

  (2) Coach assists students in skill performance.

  (The coach helps those who need assistance in performing a skill.)

(3) Each student* performs the skill.

(The lesson directs the coach to provide individual skill performance.)

(4) Each student* assists a peer in skill performance.

(The lesson directs the coach to have the students form small group configurations which allow peer assistance.)

(5) Each student*, away from the group, performs the skill.

(The lesson directs each student to perform the skill in his home or community and to report the results back to the group.)

(6) Each student*, apart from the group, helps another person to perform the skill.

(The lesson directs each student to show another person, in his home or community, how to perform the skill and to report the results back to the group.)

e. Within Repertoire (As a result of the learning experiences it can reasonably be inferred that each student is able to perform the skill without assistance.)

f. Habitual (As a result of the learning experiences it can reasonably be inferred that each student can recognize the need to perform the skill and that he will perform the skill when required or appropriate.)

Classification of Skills

As an aid to record and analyze the skills contained in the lessons it was decided to classify them. The classifications used are not necessarily exclusive but were helpful in recording and analyzing

---

N.B. * The term, "Each student" is not intended to necessarily include students who may have a learning disability or some form of psychological hangup.

them in manageable units. This system is not intended to describe the course or the course process.

The major classifications selected are as follows:

a. Problem Solving Skills

(Those skills and clusters of skills which enable the student to set, implement and evaluate specific short and long term goals and resolve personal problems.)

b. Human Relations Skills

(Those skills and clusters of skills which enable the student to recognize their own potential and limitations; model positive, personal and group behaviors, and communicate effectively in and out of the group.)

c. Process Skills

(Those skills which are primarily introduced to enable the students to participate in the course. Examples are the use of vignettes, role playing and triads.)

d. Coping Skills Areas

(Problem solving, human relations and process skills which are introduced, integrated and/or applied to selected problems from today's complex society. The use of these coping areas is intended to transfer the Life Skills from the classroom to real life. Examples of coping areas used are money management, alcoholism and personal appearance.)

Skills Identified

From a perusal of the lessons in the Life Skills Course the following behavioral skills were identified. A few additional skills, not now included in the course, have been added. These are shown with an @. Optional skills are shown with an *. These skills are all presumed to begin, "The student will be able to . . . . "

A. Problem Solving Skills

1. Gather Data/Information

a. (i) Ask himself 6-W questions.

(ii) Answer his own 6-W questions.

(iii) Obtain ideas through brainstorming.

(iv) Ask other people fact finding questions.

(v) Obtain ideas by asking, "In what way . . . . ?"

b. (i) Determine the community resources appropriate to a particular problem.

(ii) Determine the organizational processes appropriate to a particular problem.

(iii) Decide whether he has to go to a resource person or facility to obtain data/information. @

c. Make purposeful use of his imagination.*

d. Record data.

2. Analyze Data/Information

a. (i) Rate data.

(ii) Rank data.

(iii) Classify data.

(iv) Tabulate data.

b. Set criteria.

c. Analyze data/information by:

(i) Asking "Why."

(ii) Force field analysis.

(iii) Applying criteria.

d. Analyze the elements of a simple task.*

e. Test assumptions by asking fact finding questions or by observation.

f. Define a simple problem.

3. Set Goals
    a. Identify alternative courses of action.
    b. Project potential results of alternative courses of action.
    c. Set general short and long term personal goals.
    d. Set specific short and long term personal goals.

4. Develop Plans
    a. Sequence a simple task. @
    b. Develop a plan to carry out a simple task.
    c. Organize and implement problem solving skills for a specific problem.
    d. Apply problem solving skills to a personal problem.

5. Implement Plans
    a. Carry out a simple task assignment.
    b. Carry out a complex task assignment. *
    c. Carry out a plan intended to resolve a personal problem.

6. Evaluate Plans
    a. Evaluate the effectiveness and efficiency of achievement of a simple task assignment.
    b. Evaluate the validity of a simple plan. @
    c. Evaluate achievement of a complex task assignment. *
    d. Evaluate the application of acquired skills to the implementation of a specific plan.
    e. Evaluate his progression towards specific short and long term personal goals.

f. Modify goals or plans as a result of evaluation findings. @

B. Human Relations Skills

1. Individual Output Communication

   a. Use acceptable format for written or verbal reports.

   b. Model good presentation skills.

   c. Complete job application forms.

   d. Prepare job application letters.

   e. Prepare resumes. *

   f. Describe personal feelings as a result of a stressful situation.*

2. Individual Intake Communication

   a. Listen effectively.

   b. Defer judgement while de-coding a written or oral message. @

   c. Apply judgement after de-coding a written or oral message. @

3. Group and One to One Communication

   a. (i) Accept non-stressful responsible feedback.

      (ii) Accept semi-stressful responsible feedback.

      (iii) Accept stressful responsible feedback. *

      (iv) Give non-stressful responsible feedback.

      (v) Give semi-stressful responsible feedback.*

      (vi) Give stressful responsible feedback. *

b. (i) Model the following attending behaviors:

Eye contact

Verbal following

Body following.

(ii) Adopt the attending behaviors of:

"responsible reflection" @

(iii) Respect peer and non-peer psychological distance. @

c. (i) Interview persons of authority to solicit their help for a specific purpose.

(ii) Co-operate with peers on identified tasks.

(iii) Co-operate with persons of authority on identified tasks. * @

(iv) Introduce himself to a person of authority on a one-to-one relationship.

(v) Arrange appointments with persons of authority.

(vi) Gracefully end a conversation with a person of authority.

(vii) Use a telephone efficiently, effectively and courteously.

d. Model helpful group behavior of:

(i) Interpreting.

(ii) Encouraging.

(iii) Organizing.

(iv) Leading.

(v) Expressing group feelings.

(vi) Inviting contributions.

(vii) Harmonizing,

(viii) Giving information.

e. (i) Informally debate in a non-stressful situation.
   (ii) Informally debate in a semi-stressful situation.
   (iii) Informally debate in a stressful situation.

f. Participate in a formal debate. *

g. Chair a formal meeting, record proceedings and follow modified parliamentary proceedings.*

h. In group discussions:
   (i) Introduce single concepts at a time. @
   (ii) Build on previous discussion. @
   (iii) Introduce new concepts for continued discussion. @

i. Confront discrimination, where meaningful.

C. Process Skills

1. Use VTR equipment.

2. a. Act responsibly to others in the group.
   b. Give trust to others in the group.

3. Participate in role play situations.

4. Use multi-media kits.

5. Participate in the following group configurations:
   (i) Vignette or group on group.
   (ii) Triads.
   (iii) Dyads.
   (iv) Large group discussion.
   (v) Panel discussion.

D. Coping Skills Areas

The coping skills lessons are basically at the exposure level and any real skill development would be dependent upon the amount of time and objective enquiry carried out because of an expressed or seen need. Only three coping skills were identified as having been developed by the lessons (Job Application Forms, Job Application Letters and Resumes) and these, for convenience, were added to the Human Relations Skills. If, in fact, the course is designed to help people to cope in life situations, then the coping areas used, for the introduction and application of problem solving and human relations skills, should be developed to the extent that the students will achieve real coping skills.

Data Collection

It was decided to obtain the following data from each of the Life Skills lessons:

a. problem solving, human relations and certain process skills;

b. the levels of exposure and practice to which each problem solving and human relation skill is developed.

The other levels of learning (recognition, recognition of quality, within repertoire and habitual) could not be recorded as data from each lesson. It was, therefore, decided that these would be obtained as information from an analysis of the data.

The format used to record the data is shown in the example at Plate 1.

As the first step in gathering this data the authors studied the written portion of each lesson and recorded the skills and levels.

To ensure overall objectivity certain coaches and coach trainers were also requested to record the prime skills of each lesson. They were also requested to list optional lessons, if any, which are not completely essential to the overall objective of the course.

It quickly became obvious that there was little unanimity of agreement between the trainers and coaches on the intended outcomes of a significant number of lessons. The chart at Plate 2 illustrates the different emphases assigned to the first 14 lessons.

The data recorded by the authors reflect only those skill exposures which are, in fact, prescribed in the Life Skills Coaching Manual. It is considered probable that well trained coaches ensure more skill development than now prescribed by the lessons but this

PLATE 1

LEVELS OF LEARNING

LESSON NUMBER 1

SKILLS Show Prime Skill of Lesson in Red	EXPOSED OR USED WITHOUT EXPLANATION	EXPLAINED TO STUDENTS	DISCUSSED BY STUDENTS	DEMONSTRATED TO STUDENTS	PRACTISED BY GROUP	BY EACH STUDENT	COACH ASSISTS STUDENT	PEER ASSISTANCE	STUDENT PRACTISES AWAY FROM GROUP	STUDENT HELPS ANOTHER, AWAY FROM GROUP
5 Attending Behaviors (HR)	✓		✓	✓	✓	✓				
Asking 6-W Questions (PS)	✓		✓		✓	✓				
Give Non-Stressful Feedback (HR)	✓				✓					
Model Helpful Group Behaviors (HR)	✓									
Group Discussion (P)	✓				✓					

EXPLANATION

1. Prime Skill of lesson recorded in red.
2. No more than three skills recorded as prime.
3. Level of learning recorded only when the lesson directed its exposure or practice.
4. Lesson numbers taken in sequence from Life Skills Coaching Manual.

PLATE 2

Comparison of prime skills emphasis in lessons as rated by analysis team, lesson objective, a coach, and by the trainers.

SKILL	TEAM OPINION	LESSON OBJECTIVE	COACH OPINION	TRAINERS' OPINION
LESSON 1	"MEETING ONE ANOTHER"			
Attending Behaviors	x	x	-	-
Effective Listening	-	-	x	-
Interviewing & Sharing	-	-	-	x
LESSON 2	"SEEING ONESELF ON VIDEO"			
Accept Feedback	x	x	-	-
Use VTR Equipment	-	x	x	x
Deal with Anxiety	-	-	-	x
LESSON 3	"SURVEYING LIFE SKILLS"			
Ask Self 6-W Questions	x	-	-	-
Answer Own 6-W Questions	x	x	x	x
LESSON 4	"LISTENING TO OTHERS"			
Attending Behaviors	x	x	x	x
LESSON 5	"DESCRIBING FEELINGS"			
Describe Feelings	x	x	x	-
Attending Behaviors	-	-	-	x
LESSON 6	"RELATING TO OTHERS"			
Co-operate with Peers	x	-	-	-
Describe Feelings	-	x	-	x
Planning	-	-	x	-
LESSON 7	"GIVING & ACCEPTING FEEDBACK"			
Give and Accept Feedback	x	x	-	x
Ranking	-	x	x	-
LESSON 8	"EXPRESSING TRUST IN THE GROUP"			
Give & Accept Feedback	x	x	-	-
Ranking	-	x	-	x
Describe Feelings	-	-	x	-

SKILL	TEAM OPINION	LESSON OBJECTIVE	COACH OPINION	TRAINERS' OPINION
LESSON 9	"DEPENDING ON OTHERS"			
Model Positive Group Behaviors	x	x	x	-
Transferring Roles	-	-	-	x
LESSON 10	"RATING BEHAVIORS IN GROUPS"			
Rank Data	x	x	x	-
Model Group Behaviors	x	-	-	-
Set Short Term Goals	-	x	-	-
Identify Behaviors	-	-	-	x
LESSON 11	"GIVING A TALK"			
Presentation Skills	x	x	-	x
Use Acceptable Format	x	-	-	x
Attending Behaviors	-	x	x	-
LESSON 12	"DESCRIBING FEELINGS"			
Describe Feelings	x	x	x	x
LESSON 13	"DEBATING THE TOPIC, TO WORK OR NOT TO WORK"			
Participate in Formal Debate	x	-	-	-
Presentation Skills	-	x	-	x
Attending Behaviors	-	x	-	x
Feedback	-	x	-	-
Follow Directions	-	-	x	-
LESSON 14	"IDENTIFYING ASSUMPTIONS"			
Test Assumptions	x	-	-	-
Identify Assumptions	-	x	-	-
Identify Biases	-	-	x	-
Ask 6-W Questions	-	-	-	x

variable could not be recorded without an empirical study of the delivered lessons.

Attached at Plate 3 is a matrix on which the problem solving and human relations skills have been recorded on the vertical scale and the levels of exposure and practise recorded on the horizontal scale, by endorsing the lesson numbers. The prime skills are underscored.

From this matrix a number of general conclusions can be made:

a. Some skills jump from group performance to the student teaching of others, without individual practise.

b. There is minimal direction in the lessons for the coach to assist students who are having difficulty in skill performance.

c. Many lessons require skill performance by the students without the skill having been demonstrated or explained to them.

d. There is little direction for peer teaching in the lessons.

e. Many skills do not progress beyond group performance.

f. Some skills appear to have an unnecessary number of exposures or reinforcements while others do not appear to have been adequately treated.

g. It can be inferred that the students would be able to recognize many of the skills but there is little evidence to suggest that, with a few exceptions, they would be able to recognize the quality of performance. This assumption is supported by the lack of measuring instruments in the lessons.

h. A number of skills can be inferred as being within the student's repertoire but only a few would probably become habitual to all the students.

Analysis of Data

As stated in "DATA COLLECTION" it was decided to gather data on the exposure and practice levels of learning from the lessons and then to analyze this data to obtain information on the probable remaining areas of learning (recognition, recognition of quality and habitual.)

PLATE 3 Matrix: Skills/Learning Levels by lesson

* Skills added
+ Used hereafter as process skill
# Blends into Problem Solving Skills

Skill: Each student will be able to:	A-1 Skill exposed or used without explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
1. Ask himself 6-W questions			3	
2. Answer his own 6-W questions			3	
3. Obtain ideas through brainstorming	5	23	23, 34	
4. Ask other people fact finding questions	1	28	28, 30, 34, 1	
5. Decide whether he has to go to a resource person or facility to obtain data/information *				
6. Obtain ideas by asking, "In what way . . . .?"	21			
7. Determine the community resources appropriate to a particular problem		44	44	
8. Determine the organizational processes appropriate to a particular problem				
9. Make objective use of his imagination		47	47, 46	
10. Record data	47			
11. Rate data				
12. Rank data	6	10	7	
13. Classify data	24			
14. Tabulate data			7	
15. Set criteria	27		46	
16. Why questions			29, 39	
17. Analyze data by force field analysis		15	20, 21	
18. Analyze data by applying criteria		41		
19. Analyze the elements of a simple task		42	42	
20. Test assumptions by asking fact finding questions or by observation	13		14	
21. Define a simple problem	21			
22. Identify alternative courses of action	40			
23. Project potential results of alternative courses of action	39			
24. Set general short and long term personal goals		10	37, 10	

	A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students in skill	D-3 Each student performs skills by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill	
	3	(3 x 2)		(3 x 2)			3	
	3	(3 x 2)		(3 x 2)			3	
	23	23, 5, 9, 19, 20, 21, 34, 45, 46		23				
	28	28, 30, 1, 19, 21, 22, 23, 25, 26, 27, 29, 34, 35 +	28, 30, 1	28, 56, 38, 1, 23, 34. 35, 36, 50	28	28	28, 50	
		21, 23, 52, 54						
		44						
	47, 12, 46	47, 12, 46	12	12 #				
		47		#				
		6, 7, 8, 10, 13, 15, 28		7, 10, 15 #				
		24		#				
		7, 47		7 #				
	46	38, 46, 27, 34, 41, 45		38 #				
	29, 39	29, 15, 16, 49, 50, 51					29	
	20, 21	15, 20, 21, 37, 36, 41, 44, 45	1, 20, 21	15, 37, 20, 21, 36, 41, 44 #				
		41, 52		#				
	42	42, 43		#				
	14	14, 13, 21, 24, 25, 30		#			14	
		32, 21, 22, 24, 25, 54		#				
				#				
		40, 39		(40 x 3) #				
	37	37, 17, 20, 36, 45, 55		37	37			

PLATE 3 * Skills added + Used hereafter as process skill # Blends into Problem Solving Skills Skill: Each student will be able to:	A-1 Skill exposed or used without explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
25. Set specific short and long term personal goals.			37	
26. Sequence a simple task. *				
27. Develop a plan to carry out a simple task	35			
28. Organize and implement problem solving skills for a specific problem		27	25, 27, 21	
29. Apply problem solving skills to a personal problem			51	
30. Carry out a simple task assignment	19	39		
31. Carry out a complex task assignment				
32. Carry out a plan intended to resolve a personal problem	36			
33. Evaluate the effectiveness and efficiency of achievement of a simple task assignment				
34. Evaluate the validity of a simple task*				
35. Evaluate achievement of a complex task assignment				
36. Evaluate the application of acquired skills to the implementation of a specific plan				
37. Evaluate his progression towards specific short and long term personal goals.				
38. Modify goals or plans as a result of * evaluation findings				
39. Use acceptable format for written or verbal reports		11, 13	11	
40. Model good presentation skills		11, 13	11	
41. Complete job application forms		59	59	
42. Prepare job application letter		59	59	
43. Prepare resumes		59	59	
44. Describe personal feelings as a result of a stressful situation	5, 7		5, 8	
45. Listen effectively		4	4	
46. Defer judgment while de-coding a * written or oral message				
47. Apply judgment after de-coding a * written or oral message				

	A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students in skill	D-3 Each student performs skill by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill
	37	37		37	37		
		35, 36, 51, 52, 53					
	21	25, 27, 33, 34, 35, 21, 22, 39, 44, 47+		33, 34, 35, 31, 37			35
		45, 51, 40, 42, 43, 49		49			
		39, 19, 20, 45		39			
		36, 51, 50					
	11, 13	11, 13	11	(11 x 3)			
	11, 13	11, 13, 21, 22, 31, 34, 38	11	(11 x 3)			
		59	59	59			
		59	59	59			
		59	59	59			
	5, 7	5, 12, 6, 7, 8, 9,+ 11, 16, 37	5, 4, 7	12, 4			
	4	4	4				

PLATE 3 * Skills added + Used hereafter as process skill # Blends into Problem Solving Skills Skill: Each student will be able to:	A-1 Skill exposed or used without explanation	A-2 Skill explained to students	A-3 Skill discussed by students	
48. Accept non-stressful responsible feedback	2	3		
49. Accept semi-stressful responsible feedback	8, 5	12, 24		
50. Accept stressful responsible feedback	13	24		
51. Give non-stressful responsible feedback	2	3		
52. Give semi-stressful responsible feedback	8, 5	24, 12		
53. Give stressful responsible feedback	13			
54. Model the following attending behaviors of eye contact, verbal following, and body following	1, 5	8	11	
55. Adopt the attending behavior of "responsible reflection" *				
56. Respect the peer and non-peer psychological distance *				
57. Interview persons of authority to solicit their help for a specific purpose		48	50, 48	
58. Co-operate with peers on identified tasks		6, 31, 49	31, 49	
59. Co-operate with persons of authority on identified tasks *				
60. Introduce himself to a person of authority on a one-to-one relationship				
61. Arrange appointments with person of authority			34	
62. Gracefully end a conversation with a person of authority	35			
63. Use a telephone efficiently, effectively and courteously			34	
64. Model helpful group behavior	1	9	9, 10, 17	
65. Informally debate in a non-stressful situation		16	16	
66. Informally debate in a semi-stressful situation				
67. Informally debate in a stressful situation				
68. Participate in a formal debate		13	13	
69. Chair a formal meeting, record proceedings and follow modified parliamentary procedures		57	57, 11	
70. In a group discussion introduce a single concept at a time, build on previous discussion, and introduce new concepts for continued discussion *				
71. Confront discrimination, where meaningful		54	54	

	A-4 Skill demonstrated to students	D-1 Students perform skill as a group	D-2 Coach assists students in skill	D-3 Each student performs skill by himself	D-4 Each student assists peer in skill performance	D-5 Each student, apart from the group, performs the skill	D-6 Each student, apart from the group, assists another person perform the skill
	7	2, 7, 3, 9, 17, 34, 1, 4		7, 3, 1			
	8	8, 24, 11, 12, 5		8, 24			
		24, 13, 16		24, 16			
	7	7, 1, 3, 4, 9, 17, 34		7, 1, 3			
	8	8, 24, 5, 11, 12		8, 24			
		13, 16		16			
	1, 4	1, 4, 3, 6, 8, 10, 12, 13, 15, 19, 30	1, 4, 2	1, 4	4		4
	50, 48	50, 48, 47	48	50, 48	48	50, 48	
	31, 49	6, 49, 48		6, 49, 48		49	
		52					
		35					
		34, 35, 42, 47, 48		34, 48, 35, 42, 47			
	9, 10, 17	9, 10, 17, 22, 31, 56	10	9, 10			17
	16	16, 19		16	16	16	16
	13	13					
		57, 11					
		54					

It was found to be impossible, within the confines of each lesson, to determine whether or not the students actually achieved these levels of learning.

From a perusal of the matrix, it has been shown that certain information about the other levels of learning can be inferred from the data. Much of this inferred information is subjective and it was found to be impossible to maintain a constant standard by using only an unassisted "sight analysis."

It was, therefore, decided to create an instrument which, although subjective, provided a constant measurement of these levels.

Each of the exposure and practise levels was assigned a quantitative value of importance for each occurrence. A higher value was assigned when the skill was recorded as being the prime skill of the lesson and a lesser value when the skill was used in an incidental fashion. A maximum allowable value was assigned to ensure that frequent repetition of exposure or non-independent practise would not be considered as important as the levels of independent practise.

The values assigned to the data items of exposure and practise levels of learning were as follows:

Learning Levels		Value assigned each occurrence	Value assigned each prime occurrence	Maximum value allowed
A-1	Skill exposed or used without explanation	1	2	4
A-2	Skill explained to students	2	4	8
A-3	Skill discussed by students	3	6	12
A-4	Skill demonstrated to students	4	8	16
D-1	Students perform skill as a group	4	8	20
D-2	Coach assists students in skill	5	5	20
D-3	Each student performs skill by himself	6	6	
D-4	Each student assists peer in skill performance	7	7	
D-5	Each student, apart from the group, performs the skill	6	6	
D-6	Each student, apart from the group, assists another person perform the skill.	7	7	

Through the application of a series of experiments, using the assigned values from the above chart, the data from the matrix in Plate 3 and the obvious information which can be inferred from the matrix, a cumulative index was assigned for each item of information to be obtained.

Learning Skills		Value Required
B	Recognition	10
C	Recognition of Quality	30
E	Skill within Repertoire	45 (a)
F	Skill habitual	70

Regardless of the accumulated value recorded for the development of any skill, the skill cannot be:

a. Considered to be within the repertoire of the student if he has not performed the skill.

The information determined by this analysis is shown in Plate 4.

Skill Sequencing

Paired comparisons were used to determine the dependence of problem solving and human relations skills. Each skill was compared with each other skill to determine which skills must be learned before the skill being considered. The results were as follows:

Skill	Dependent Skills
1. Ask himself 6-W questions	Nil
2. Answer his own 6-W questions	1

PLATE 4

ANALYSIS OF DATA

@ Added Skills SKILL	DATA											INFORMATION			
	CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											LEARNING LEVELS PROBABLY ACHIEVED			
	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
1			6	8	12		12			7	45	X	X	X	
2			6	8	12		12			7	45	X	X	X	
3	1	4	9	8	20		6				48	X	X	X	
4	1	4	12	8	20	15	60	7	6	14	147	X	X	X	X
5 @											0				
6	1				20						21	X			
7		2	3		4						9				
8											0				
9		4	9	16	16	5	6				56	X	X	X	
10	1				4						5				
11											0				
12	1	4	3		20		18				46	X	X	X	
13	1				4						5				
14			3		8		6				17	X			
15	1		6	8	20		6				41	X	X		
16			9	12	20					7	48	X	X		
17		4	6	8	20	15	42				95	X	X	X	X
18		4			12						16	X			
19		4	6	8	8						26	X			
20	1		6	8	20					7	42	X	X		
21	1				20						21	X			
22	1										1				
23	1				16						17	X			
24		2	6	8	20		6	7			49	X	X	X	

PLATE 4

ANALYSIS OF DATA

SKILL	DATA											INFORMATION			
	CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											LEARNING LEVELS PROBABLY ACHIEVED			
	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
25			6	8	8		6	7			35	X	X		
26 @											0				
27	1				20						21	X			
28		4	9	4	20		30		6		73	X	X	X	X
29			6		20		6				32	X	X		
30	1	4			20		6				31	X	X		
31											0				
32	1				12						13	X			
33											0				
34 @											0				
35											0				
36											0				
37											0				
38 @											0				
39		6	6	12	12	5	18				59	X	X	X	
40		6	6	12	20	5	18				67	X	X	X	
41		4	6		8	5	6				29	X			
42		4	6		8	5	6				29	X			
43		4	6		8	5	6				29	X			
44	3		9	12	20	15	12				71	X	X	X	X
45		2	3	4	4	5					18	X			
46 @											0				
47 @											0				
48	2	2		8	20	18					50	X	X	X	

ANALYSIS OF DATA

PLATE 4

SKILL	DATA											INFORMATION			
	CUMULATIVE SCORES FROM MATRIX AND ASSIGNED VALUES											LEARNING LEVELS PROBABLY ACHIEVED			
	A1	A2	A3	A4	D1	D2	D3	D4	D5	D6	TOTAL	B	C	E	F
49	3	6		8	20		12				49	X	X	X	
50	1	4			20		12				37	X	X		
51		2		8	20		18				48	X	X	X	
52	3	6		8	20		12				49	X	X	X	
53	1				8		6				15	X			
54	3	2	3	8	20	15	12	7		7	77	X	X	X	X
55 @											0				
56 @											0				
57		4	12	16	20	5	12	7	12		88	X	X	X	X
58		8	12	16	20		18		6		80	X	X	X	X
59 @											0				
60											0				
61			3		8						11	X			
62	1				4						5				
63			3		20		30				53	X	X	X	
64	1	4	12	16	20	5	12		6		76	X	X	X	X
65		4	6	8	12		6	7	6	7	56	X	X	X	
66											0				
67											0				
68		4	6	8	8						26	X			
69		4	9	12							25	X			
70 @											0				
71		4	6		8						18	X			

	Skill	Dependent Skills
3.	Obtain ideas through brainstorming	Nil
4.	Ask other people fact finding questions	Nil
5.	Decide whether he has to go to a resource person or facility to obtain data/information	2, 7, 8 and 11 to 15
6.	Obtain ideas by asking, "In what way . . . . "	Nil
7.	Determine the community resources appropriate to a particular problem	2 and 4
8.	Determine the organizational processes appropriate to a particular problem	7
9.	Make objective use of his imagination	Nil
10.	Record data	Nil
11.	Rate data	Nil
12.	Rank data	11
13.	Classify data	Nil
14.	Tabulate data	Nil
15.	Set criteria	24
16.	Analyze data/information by asking "why"	Nil
17.	Analyze data by force field analysis	Nil
18.	Analyze data by applying criteria	Nil
19.	Analyze the elements of a simple task	1, 2, 4 & 11
20.	Test assumptions by asking fact finding questions or by observations	2 and 4
21.	Define a simple problem	1 to 20
22.	Identify alternative courses of action	21
23.	Project potential results of alternative courses of action	22
24.	Set general short and long term personal goals	Nil

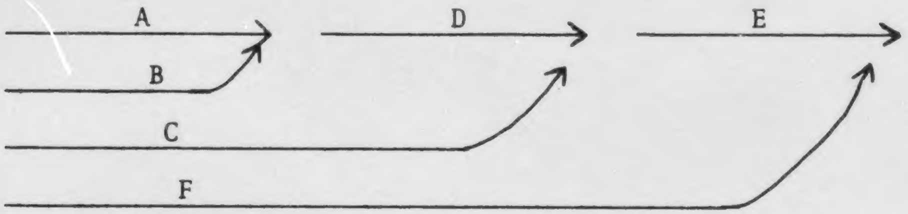
Skill	Dependent Skills
25. Set specific short and long term personal goals	1 to 24, 26 to 28, 30, 31
26. Sequence a simple task.	19
27. Develop a plan to carry out a simple task	23 and 26
28. Organize and implement problem solving skills for a specific problem	1 to 24, 26, 27 and 30
29. Apply problem solving skills to a personal problem	28 and 31
30. Carry out a simple task assignment	Nil
31. Carry out a complex task assignment	30
32. Carry out a plan intended to resolve a personal problem	19, 25 and 29
33. Evaluate the effectiveness and efficiency of achievement of a simple task assignment	Nil
34. Evaluate the validity of a simple task	Nil
35. Evaluate achievement of a complex task assignment	33 and 34
36. Evaluate the application of acquired skills to the implementation of a specific plan	35 and 28
37. Evaluate his progression towards specific short and long term personal goals	25, 29, 32 and 36
38. Modify goals or plans as a result of evaluation findings	37
39. Use acceptable format for written or verbal reports	Nil
40. Model good presentation skills	39
41. Complete job application forms	5, 19 and 25
42. Prepare job application letter	1 to 10, 11 to 21, 25 to 30, 33 and 39

	Skill	Dependent Skills
43.	Prepare resumes	1 to 21, 25 to 2 33 and 39
44.	Describe personal feelings as a result of a stressful situation	50
45.	Listen effectively	Nil
46.	Defer judgement while de-coding a written or oral message	Nil
47.	Apply judgement after de-coding a written or oral message	11 to 23
48.	Accept non-stressful responsible feedback	Nil
49.	Accept semi-stressful responsible feedback	45, 46, 47, 48, 51 54 and 64
50.	Accept stressful responsible feedback	49 and 55
51.	Give non-stressful responsible feedback	Nil
52.	Give semi-stressful responsible feedback	45 to 48, 51, 54 and 64
53.	Give stressful responsible feedback	52 and 55
54.	Model the following attending behaviors:	
	a. Eye contact	Nil
	b. Verbal following	Nil
	c. Body following	Nil
55.	Adopt the attending behavior of:	
	"responsible reflection"	1, 2, 45 to 49 and 51
56.	Respect peer and non-peer psychological distance	50, 53, 54 and 55
57.	Interview persons of authority to solicit their help for a specific purpose	58, 60 to 63 and 66
58.	Co-operate with peers on identified tasks	45 to 56
59.	Co-operate with persons of authority on identified tasks	58
60.	Introduce himself to a person of authority on a one-to-one relationship	Nil

Skill	Dependent Skills
61. Arrange appointments with persons of authority	60, 62 and 63
62. Gracefully end a conversation with a person of authority	Nil
63. Use a telephone efficiently, effectively and courteously	Nil
64. Model helpful group behavior of:	
a. Interpreting	48, 51 and 54
b. Encouraging	48, 51 and 54
c. Organizing	48, 51 and 54
d. Leading	48, 51 and 54
e. Expressing group feelings	48, 51 and 54
f. Inviting contributions	48, 51 and 54
g. Harmonizing	48, 51 and 54
h. Giving group information	48, 51 and 54
65. Informally debate in a non-stressful situation	48, 50, 64 and 70
66. Informally debate in a semi-stressful situation	49, 51 and 65
67. Informally debate in a stressful situation	49, 51 and 66
68. Participate in a formal debate	35 and 36 to 58
69. Chair a formal meeting, record proceedings and follow modified parliamentary procedures	58 and 70
70. In a group discussion:	
a. Introduce single concepts at a time	Nil
b. Build on previous discussion	Nil
c. Introduce new concepts for continued discussion	Nil
71. Confront discrimination, where meaningful	1 to 25, 45 to 47 54, 55, 57 to 63 and 65 to 67

It is interesting to note, as a result of this analysis, that no problem solving skills are dependent upon the prior achievement of any of the human relations skills but successful human relations skills frequently depend upon certain problem solving skills.

The Critical Path Method diagram at Plate 5 shows the interdependence of these skills. In the diagram all preceding skills (excepting those shown as optional) should be achieved before attempting skill development for any skills, for example:



- Skill D should not be commenced until skills A and B are completed.

- Skill E should not be commenced until skills C and D are completed

- The sequence between skills A, B, C and F are immaterial.

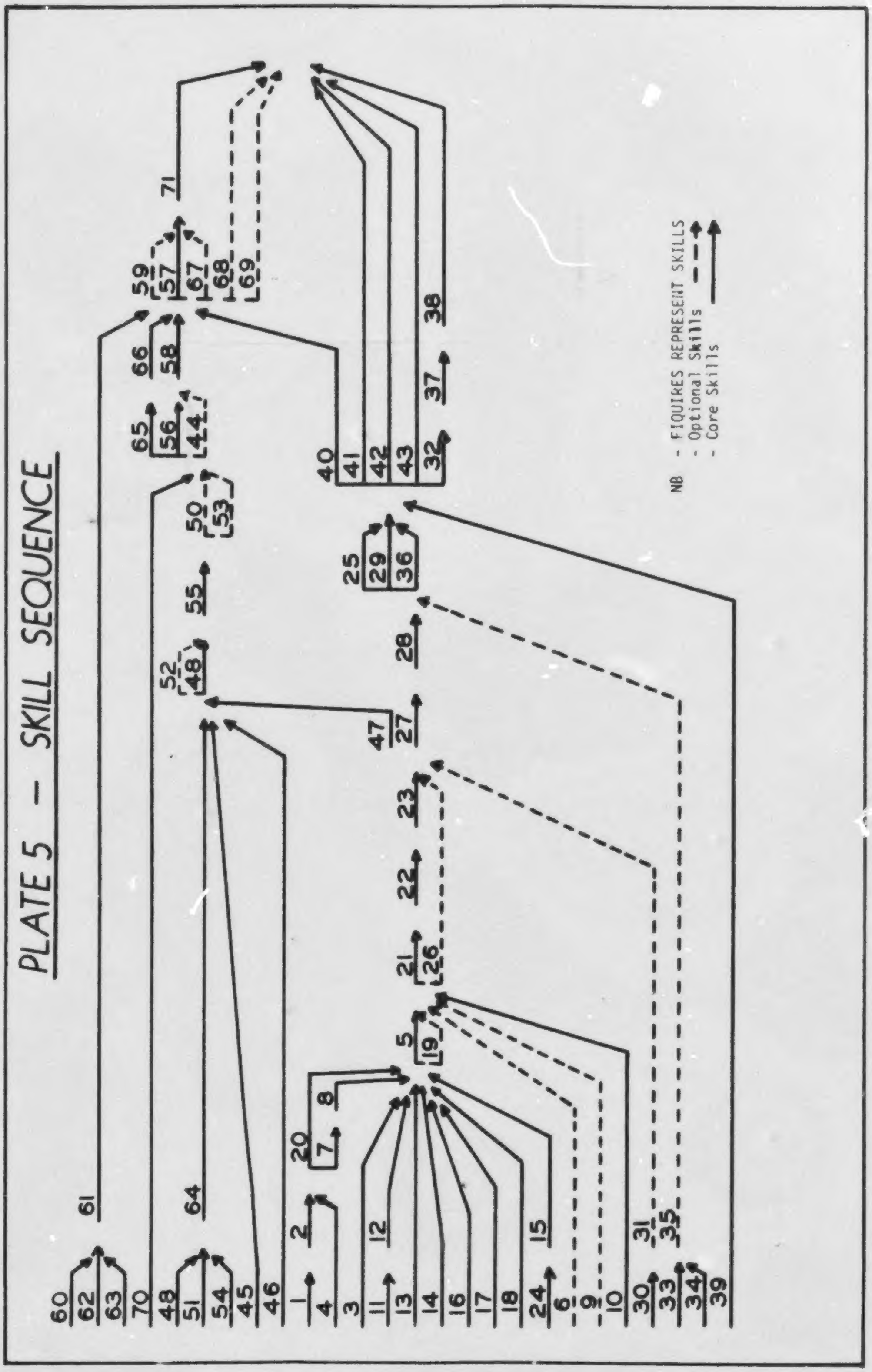
Lesson Sequences

One of the assigned tasks was to develop a sequence of lessons to guide coaches who are using the current Life Skills Coaching Manual. The manual essentially provides a linear sequence of lessons from 1 to 61. Modification to this sequence is allowed but little aid is provided to the coach who finds it necessary or desirable to change the sequence.

At Plate 6 is a chart which shows: the interdependence of the lessons; the lessons which must be completed before each lesson; the sequence options available; supplementary skill lessons; and the optional lessons.

The name of each lesson is shown above each activity arrow and the prime skills emphasized below the arrow. The chart shows three required lessons which are not now included in the coaching manual.

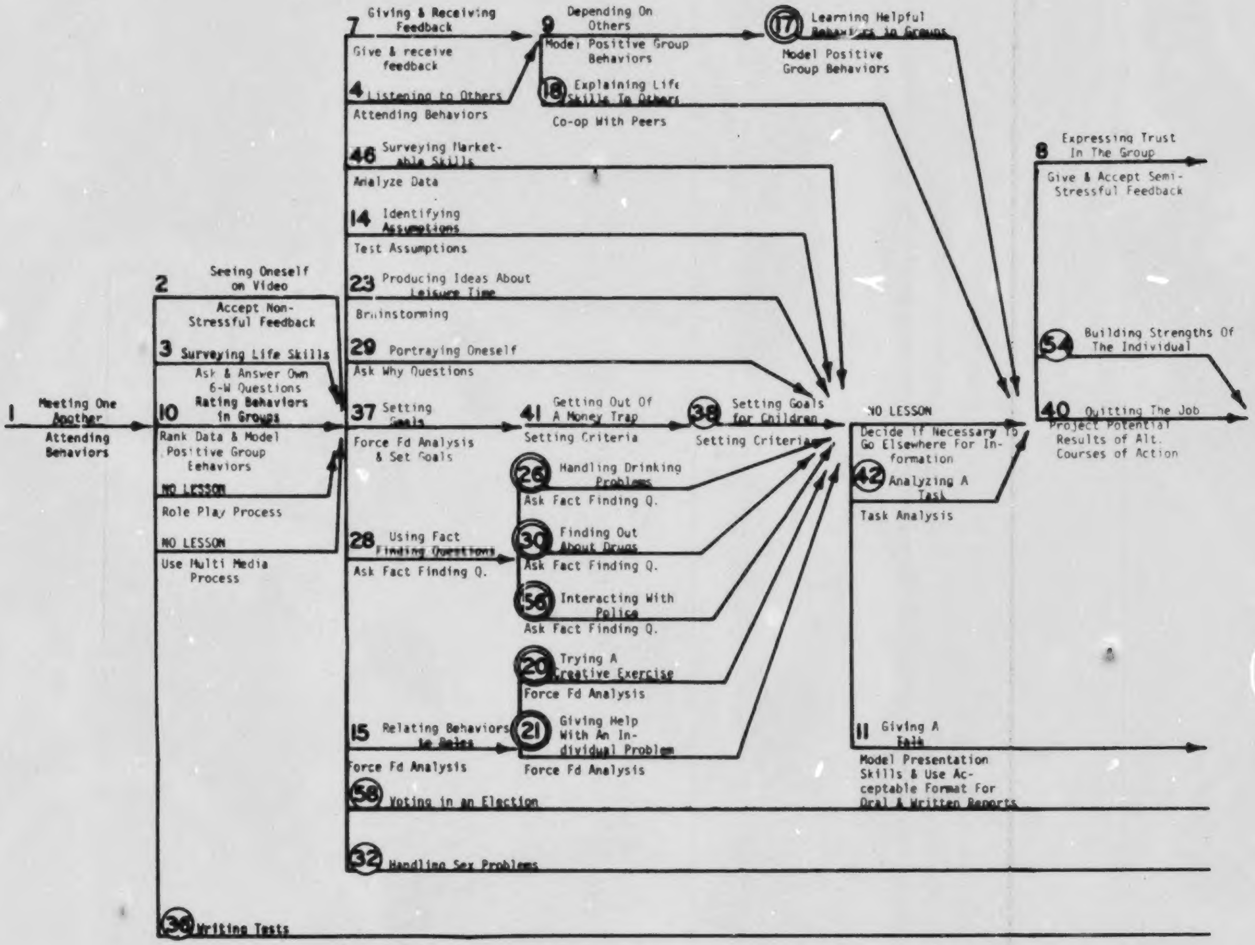
PLATE 5 - SKILL SEQUENCE



NB - FIQUIRES REPRESENT SKILLS
- Optional Skills - - -→
- Core Skills ——→

Plate six follows on next page.

PLATE 6


1 Meeting One Another
Attending Behaviors
2 Seeing Oneself on Video
Accept Non-Stressful Feedback
3 Surveying Life Skills
Ask & Answer Own 6-W Questions
10 Rating Behaviors in Groups
Rank Data & Model Positive Group Behaviors
NO LESSON
Role Play Process
NO LESSON
Use Multi Media Process
㊱ Writing Tests
7 Giving & Receiving Feedback
Give & receive feedback
4 Listening to Others
Attending Behaviors
46 Surveying Marketable Skills
Analyze Data
14 Identifying Assumptions
Test Assumptions
23 Producing Ideas About Leisure Time
Brainstorming
29 Portraying Oneself
Ask Why Questions
37 Setting Goals
Force Fd Analysis & Set Goals
28 Using Fact Finding Questions
Ask Fact Finding Q.
15 Relating Behaviors to Roles
Force Fd Analysis
(58) Voting in an Election
㉜ Handling Sex Problems
9 Depending On Others
Model Positive Group Behaviors
⑱ Explaining Life Skills To Others
Co-op With Peers
41 Getting Out Of A Money Trap
Setting Criteria
㉖ Handling Drinking Problems
Ask Fact Finding Q.
㉚ Finding Out About Drugs
Ask Fact Finding Q.
(56) Interacting With Police
Ask Fact Finding Q.
⑳ Trying A Creative Exercise
Force Fd Analysis
㉑ Giving Help With An Individual Problem
Force Fd Analysis
⑰ Learning Helpful Behaviors in Groups
Model Positive Group Behaviors
㊳ Setting Goals for Children
Setting Criteria
NO LESSON
Decide if Necessary To Go Elsewhere For Information
㊷ Analyzing A Task
Task Analysis
11 Giving A Talk
Model Presentation Skills & Use Acceptable Format For Oral & Written Reports
8 Expressing Trust In The Group
Give & Accept Semi-Stressful Feedback
(54) Building Strengths Of The Individual
40 Quitting The Job
Project Potential Results of Alt. Courses of Action

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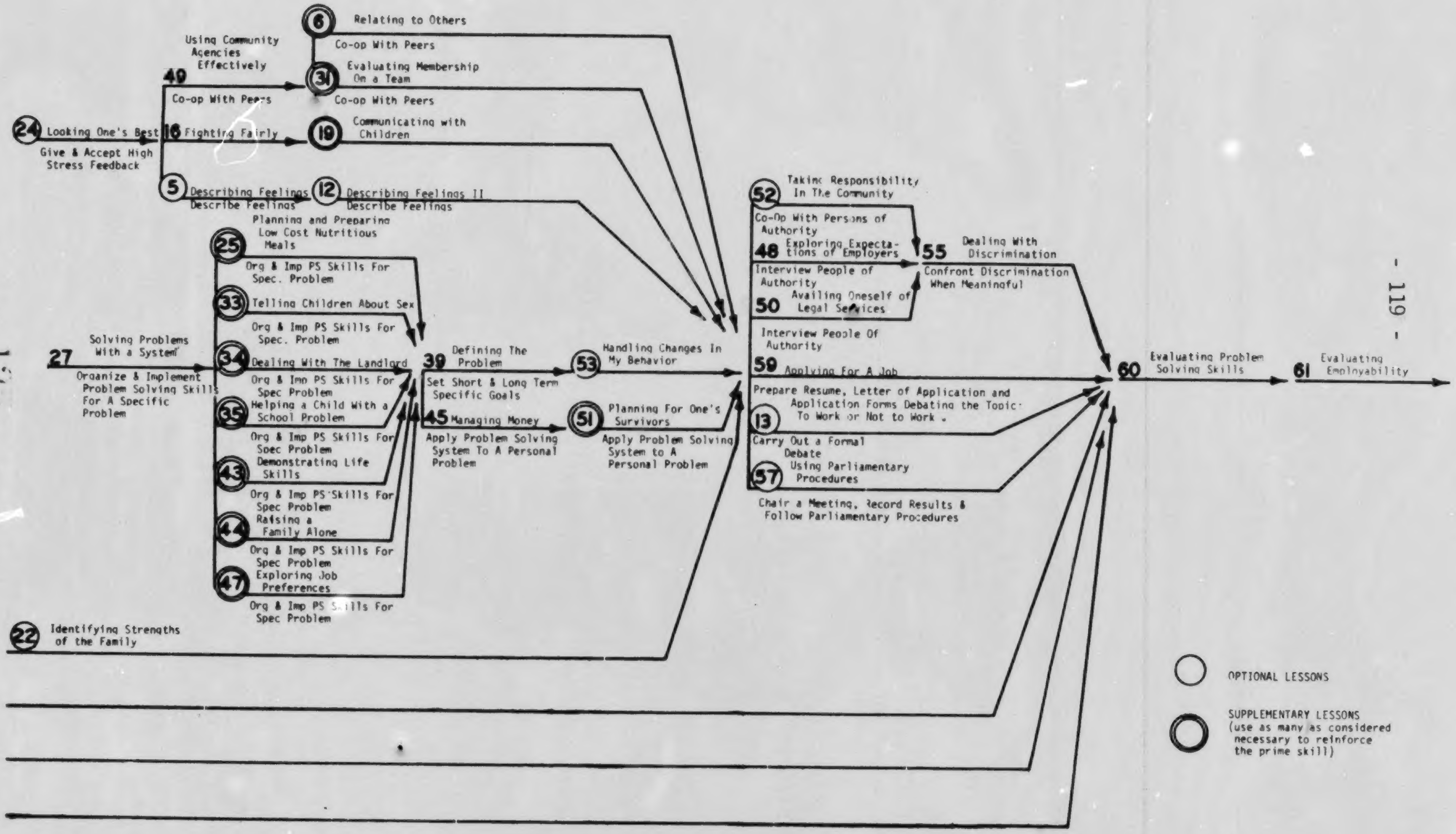

24 Looking One's Best
Give & Accept High Stress Feedback
49 Using Community Agencies Effectively
Co-op With Peers
16 Fighting Fairly
5 Describing Feelings
Describe Feelings
6 Relating to Others
Co-op With Peers
31 Evaluating Membership On a Team
Co-op With Peers
19 Communicating with Children
12 Describing Feelings II
Describe Feelings
27 Solving Problems With a System
Organize & Implement Problem Solving Skills For A Specific Problem
25 Planning and Preparing Low Cost Nutritious Meals
Org & Imp PS Skills For Spec. Problem
33 Telling Children About Sex
Org & Imp PS Skills For Spec. Problem
34 Dealing With The Landlord
Org & Imp PS Skills For Spec Problem
35 Helping a Child With a School Problem
Org & Imp PS Skills For Spec Problem
43 Demonstrating Life Skills
Org & Imp PS Skills For Spec Problem
44 Raising a Family Alone
Org & Imp PS Skills For Spec Problem
47 Exploring Job Preferences
Org & Imp PS Skills For Spec Problem
22 Identifying Strengths of the Family
39 Defining The Problem
Set Short & Long Term Specific Goals
45 Managing Money
Apply Problem Solving System To A Personal Problem
53 Handling Changes In My Behavior
51 Planning For One's Survivors
Apply Problem Solving System to A Personal Problem
52 Taking Responsibility In The Community
Co-Op With Persons of Authority
48 Exploring Expectations of Employers
Interview People of Authority
50 Availing Oneself of Legal Services
Interview People Of Authority
55 Dealing With Discrimination
Confront Discrimination When Meaningful
59 Applying For A Job
Prepare Resume, Letter of Application and Application Forms Debating the Topic: To Work or Not to Work.
13 Carry Out a Formal Debate
57 Using Parliamentary Procedures
Chair a Meeting, Record Results & Follow Parliamentary Procedures
60 Evaluating Problem Solving Skills
61 Evaluating Employability
OPTIONAL LESSONS
SUPPLEMENTARY LESSONS (use as many as considered necessary to reinforce the prime skill)

Specifications for Further Development

As a result of this analysis the following specifications are suggested for the further development of the Life Skills course:

a. That further development be approached in a systematic manner rather than in a lesson by lesson approach as has been used in previous re-writes.

b. That, before any re-development is attempted, the overall concept of the life skills course be defined to all concerned so that unity of effort and product can be achieved. The concept outlined in paragraph 3 of Annex B to this paper suggests a concept that might usefully be adopted and expanded. This concept necessarily includes the determination of the core "tasks" which should be addressed by the course. Incidentally, although not a direct objective of this analysis, the concept must also be directed to and embedded in the Coach Training course.

c. That agreement be reached on the core skills to be achieved by the students.

d. That each skill be written in behavioral language and necessary measurement instruments be developed to determine student entry levels and progress. The objectives to be developed in accordance with the criteria shown in Annex C to this report.

e. That a variety of lesson formats be developed, including:

   (1) The five-stage format now used.

   (2) The mini-course format.

   (3) Skill drill lessons.

   (4) Student research lessons.

   (5) Lessons which provide to the coach only an overview and suggestions for lesson delivery.

f. That appropriate exercises, methods and processes be determined for the achievement of the selected behavioral objectives.

g. That agreement be reached on the sequences of learning.

h. That each lesson be examined, in conjunction with the agreed behavioral objectives and measurement instruments, to determine the necessity for revision, major re-development, or development of new lessons.

i. That a decision be reached, for each lesson, whether it is to be written in depth or only treated as an overview.

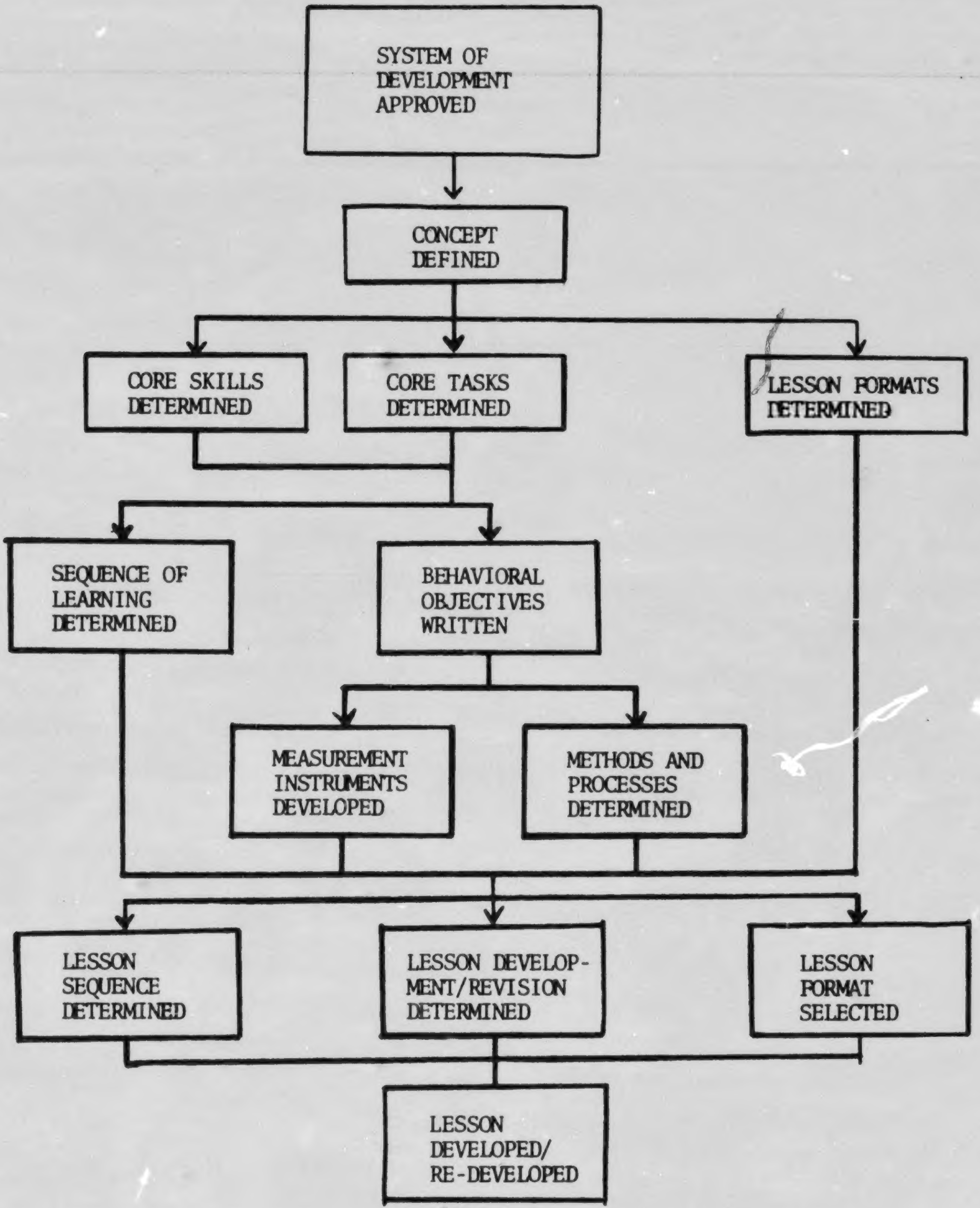
j. That the interface areas of skill development for all lessons be determined.

k. That lesson development and re-development be carried out in accordance with the criteria shown in Annexes D and E to this report.

These specifications are shown in a sequential diagram at Plate 7.

Attached at Annex E to this paper are further details on suggested skills to be added and on lesson development.

PLATE 7


SYSTEM OF DEVELOPMENT APPROVED
CONCEPT DEFINED
CORE SKILLS DETERMINED
CORE TASKS DETERMINED
LESSON FORMATS DETERMINED
SEQUENCE OF LEARNING DETERMINED
BEHAVIORAL OBJECTIVES WRITTEN
MEASUREMENT INSTRUMENTS DEVELOPED
METHODS AND PROCESSES DETERMINED
LESSON SEQUENCE DETERMINED
LESSON DEVELOPMENT/REVISION DETERMINED
LESSON FORMAT SELECTED
LESSON DEVELOPED/ RE-DEVELOPED

ANNEX A
To Analysis of Course

ASSUMPTIONS

1. That life skills students can be expected to learn only a few concepts in a learning activity. However, other concepts can be reinforced or introduced as exposure while treating a prime concept. Furthermore a number of skills or concepts can be combined after they have been adequately learned.

2. Typical life skills students do not readily learn without skill practice, to perform only by listening or watching skill performance. Furthermore group growth does not necessarily denote student growth. Therefore, skill drill must be experienced by each individual student.

3. Certain skills involving high stress, performed within the context of the group (confrontation, trust, feedback, etc.) cannot be considered as satisfying the total learning need. Therefore, these skills must have adequate treatment to ensure that the students learn the realistic and responsible use of these skills outside of the group situation.

4. An ultimate goal for the life skills course might be complete individualization. Somewhat opposed to this is the assumption by many that life skills can only be learned in a group context. Neither of these assumptions can be adequately explored until the skills have been adequately identified and described and the appropriate measurement instruments developed. Therefore it is assumed that immediate development should be directed to the achievement of more precise definition of skills and their measurement.

5. It is assumed that many organizations and agencies need to use the life skills course in a variety of time and purpose settings. Therefore the manual should:

    a. identify essential core skills;
    b. identify optional lessons;
    c. identify lessons which can be expanded to suit local needs.

6. It is assumed that the course is not intended to deal effectively, without alternatives, with students who have a mental or physical learning disability. The course is intended for those who lack human relations and problem solving skills to cope in today's complex society.

7. The course should have optional sequences to guide the coach who is daily faced with the problem of which lesson should next be delivered. Just because tasks are normally carried out in some logical step by step process does not necessarily mean that learning has to parallel this sequence. However, skill development probably should be built on sub skills. Therefore, the sequences allowable should provide sub-skill to skill development while permitting maximum flexibility in learning skills which are

not interdependent from a learning point of view. For example, one could learn how to process data before learning how to gather data, but one would have difficulty attempting to organize and implement problem solving skills before learning the individual skills to be used.

8. The format of the lessons should be governed by the learning requirements. For example: Not all lessons require an independent stimulus; in others evocation is unnecessary or perhaps dangerous when the students are ignorant of the skill or knowledge; evaluation may not always be possible in every lesson. Therefore, a number of format processes should be identified and appropriately incorporated into the coaching manual.

9. The coaching manual now contains lessons which are written in considerable detail, including complete descriptions of the various processes used, suggestive words and phrases for coach use, etc. It is assumed that people with various levels of educational background, with or without coach training, will coach this course. Therefore, the coaching manual should contain at least some lessons written in considerable detail for the coaches who lack the appropriate background. For long term development it might be appropriate to have the core lessons written in depth. The others could have a carefully written overview, with suggestions of methods, media and processes considered appropriate.

ANNEX B
To Analysis of Course

PROBLEMS

1. The lesson objectives are written in terms of the student activities instead of in terms of the output or behavioral change anticipated as a result of the lesson. This caused considerable difficulty:

   a. In segregating the course process skills from the outcome skills.

   b. Identifying the "after course" skills developed by each lesson.

   c. In tracing skill development within the course.

2. It was found that there is considerable disparity in the intended and the actual thrust of many of the lessons. Multi lessons which were obviously developed with problem solving skill attainment as an objective are being used for human relations development. This is attributed to the following reasons:

   a. The inadequacy of the lesson objectives which prescribe the activities rather than the intended outputs.

   b. The elusiveness of many of the lesson objectives which allow several interpretations.

   c. The fact that the Life Skills course was converted from a human relations course to an applied problem solving course in mid development/testing.

3. It was also found that there is little common ground of conviction of the prime thrusts of the Life Skills course between course developers, coach trainers and coaches. This has been noted in two ways:

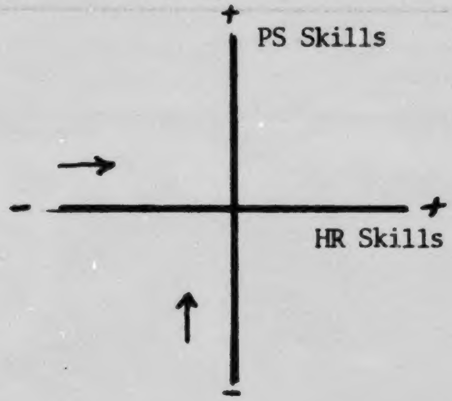
   a. A marked disparity between those who believe that the prime emphasis is human relations training and those who believe it to be problem solving skills.

   b. A lack of understanding held by some who have not opted for either of the above extremes but have not formed a consistent thesis.

However, there appears to be a considerable body of opinion that the Life Skills Course should be an appropriate blend of human relations and problem solving skills developed and applied to typical social and coping problems faced in today's complex society.

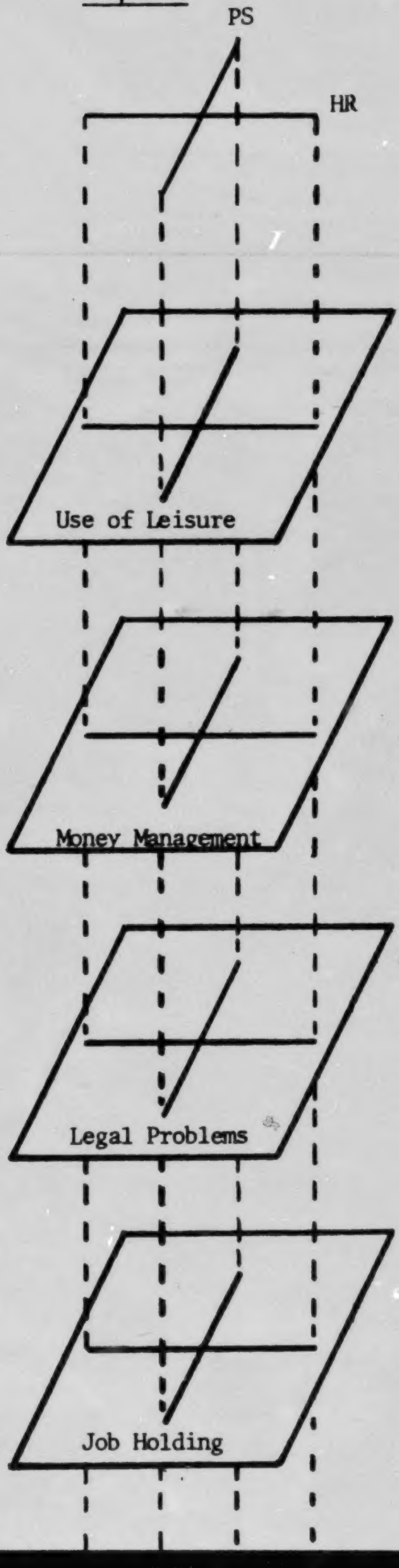
The PROBLEM Solving and Human Relation Skills could be considered as an axis for skill development as shown in Figure 1.

FIGURE 1

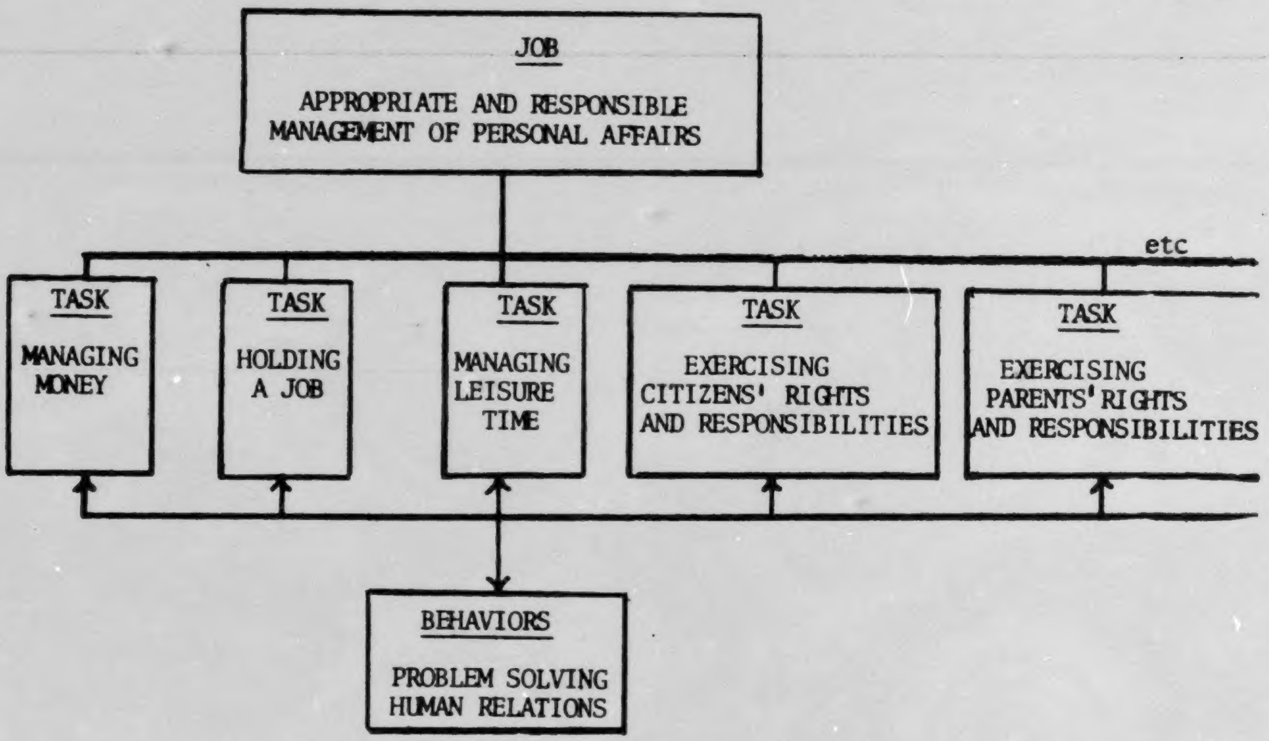


The coping areas could be used as a process or vehicle to learn the problem solving and human relations skills, as shown in Figure 2. In turn, the problem solving and human relation skills can be used to develop real coping skills.

FIGURE 2



Another way to examine the life skills process would be to consider Life Skills as a job - the job being the appropriate and responsible management of personal affairs. In this context the "coping areas" would be considered as tasks. This concept could be diagrammed as follows:


JOB
APPROPRIATE AND RESPONSIBLE MANAGEMENT OF PERSONAL AFFAIRS
etc
TASK
MANAGING MONEY
TASK
HOLDING A JOB
TASK
MANAGING LEISURE TIME
TASK
EXERCISING CITIZENS' RIGHTS AND RESPONSIBILITIES
TASK
EXERCISING PARENTS' RIGHTS AND RESPONSIBILITIES
BEHAVIORS
PROBLEM SOLVING
HUMAN RELATIONS

PROCESSES: 1. Tasks used to change students' behaviors.

2. Changed behaviors used to improve task performance.

EG: A lesson on the use of leisure time could be introduced to teach certain problem solving or human relations skills. Subsequently another lesson on leisure time could be introduced, using appropriate problem solving and/or human relations behaviors, to teach the effective management of leisure time.

4. Many of the exercises carried out in the lessons do not appear to be relevant to the proposed outcome of the lessons. For example, in the lesson, "Relating to Others", which had the objective; "Each student discusses a ranking of measured physical distances between members in the group to practice the skill of describing feelings", the stimulus, evocation and objective enquiry required the students to write and act in plays, videotape them and discuss their reactions.

5. Many of the forms and measurement instruments are inconsistent and lack cohesiveness. For example, the Life Skills Check List in the lesson, "Surveying Life Skills", purports to measure life skills. In fact many of the skills in this check list are not included in the course, and the check list is therefore misleading. Lesson 60 uses an instrument to measure problem solving skills. Yet, in the next lesson, "Evaluating Employability", the students do not use the results of this lesson when they are measuring the X axis of the Ramar Self Rating Chart. In addition there is no correlation between the "Life Skills Check List" (lesson 3) and "Self Evaluation of Problem Solving Skills" (lesson 60).

ANNEX C

To Analysis of Course

BEHAVIORAL OBJECTIVE CRITERIA

OBJECTIVE:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	It states the student behavior in observable terms which leaves no doubt concerning what the student will be able to do.			
2.	It describes the important conditions under which the behavior is to occur.			
3.	It states the minimum and realistic level of acceptable performance.			
4.	It is clear whether the students (together) perform the objective or that each student (individually) will do so.			
5.	The objective is realistic in terms of the desired "after course" behavior.			
6.	Knowledge is written in terms of application of the knowledge rather than a test of memory.			
7.	The sentence structure is clear, simple, concise and straightforward.			

8.	The objective clearly and precisely describes what the student will be doing when he demonstrates what he has learned.			
9.	The objective avoids the use of words open to more than one interpretation; for example, "know", "understand", "appreciate", "define".			
10.	The objective describes the assistance (if any) the student will receive.			
11.	The quality of the items produced or services performed is defined in terms of accuracy, completeness, format, sequence, clarity, neatness, tolerance, number of errors permitted.			
12.	The quantity of items produced or services performed is defined in terms of the number completed per unit of time or the total number required.			
13.	Time standards are clearly defined in terms of duration of performance, speed of performance, or total time allowed for performance.			
14.	It does not use terms like, "effective", "acceptable", "proper" and "average" unless absolutely necessary.			

Revision is necessary / unnecessary:

Evaluated by: Date:

ANNEX D

To Analysis of Course

LESSON PLAN CRITERIA

LESSON:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	The objectives to be achieved by this lesson (or in combination with other lessons) have been stated and are made explicit to the students.			
2.	It contains details of any planning or preparation which must be carried out before the lesson.			
3.	It contains a complete list of all resources required by both the instructional staff and the students (those normally available in the classroom do not have to be detailed in each lesson IF they are listed in the course manual).			
4.	It contains a description or identification of the classroom, shop or laboratory arrangement.			
5.	It contains a reference to any background reading or study which must be done by the instructional staff OR students before the lesson.			
6.	It details the instructional staff requirements if different from the normal arrangement specified in the course manual.			

7.	It contains a stimulus or introduction which sets the stage for the lesson, arouses student interest, secures student attention and introduces the objectives to be addressed in whole or in part by the lesson.			
8.	It contains a statement of the lesson methodology.			
9.	It contains a detailed process of how the lesson is to be conducted, including: a. Key questions to be asked if knowledge is to be evoked from the students, along with the correct answers if necessary for the performance of the objective. b. Declarative statements which are essential to logically develop concepts and principles to be learned. c. Demonstration steps to be carried out by the instructional staff to present a visual image of how to perform an operation. d. Practice steps to be carried out by the students which will result in the desired standard of performance. e. Reference to and specifications for the use of training aids developed or acquired for the lesson. f. Estimates of time duration for items within the lesson and for the complete lesson. g. Complete details of any project to be carried out by the students. h. Evaluation strategy (means used to check student performance during the lesson). i. Alternative plans or tutorial service which may be required for the slow students.			
10.	It contains a specification for the achievement of the objective including: a. The application or validation test to be achieved. b. A statement of when the students will perform (during the lesson or after an additional time frame to allow further study and absorption.)			

11.	It contains a lesson summary for the instructional staff to re-emphasize important ideas, procedual steps and a closing statement to leave the students with a strong, lasting impression of the importance of the lesson.			
12.	It contains a specification for the evaluation of the lesson.			
13.	Attached or reference to the following are included: a. Student worksheets. b. Student information prices. c. Instructor quizzes. d. Training aids. e. Case studies, role playing situations, etc. f. Programmed Instruction Packages.			
14.	The sentence structure is clear, simple, concise, and straightforward.			

Revision: Necessary / Unnecessary

Evaluated by: Date:

ANNEX E

To Analysis of Course

LIFE SKILLS

FIVE STAGE PROTOTYPE LESSON CRITERIA

LESSON:

SERIAL	STANDARD	EVALUATION		
		SATISFACTORY	NOT SATISFACTORY	DOES NOT APPLY
1.	The overview contains: a. a statement of the purpose of the lesson. b. cautionary remarks on sensitive points. c. a statement of the relationship with other lessons. d. an abstract of the lesson, methodologies and process. e. a direction to the coach for pre-lesson planning. f. a direction to the coach for pre-lesson studies. g. estimates of times for lesson achievement. h. a description of the classroom arrangement (if different from the normal arrangement stated in the course manual). i. it details the instructional staff requirements (if different from the normal arrangement specified in the course manual).			
2.	The lesson contains a list of all resources required by the coach and the students (those normally available in the classroom do not have to be listed if they have been identified in the course manual).			

3.	The stimulus is: a. stimulating and/or provocative. b. pertinent to the objective.			
4.	The stimulus contains: a. an introduction which sets the stage for the lesson, arouses student interest and lets the students in on the "secret" of the objective(s) to be achieved by this lesson or in combination with other lessons. b. a specification for the use of any training aids to be used to stimulate the students.			
5.	The evocation: a. contains key questions (and where necessary the correct answers) which help to evolve the correct facts, principles and concepts. b. is built on the anticipated results of the stimulus. c. does ascertain in student's knowledge/skill for behavioral objectives. d. ascertains the students' attitudes for affective objectives. e. provides clear directions to the coach covering how the evocation is to be conducted and recorded. f. ascertains the strengths and weaknesses of EACH student. g. for behavioral objectives contains a minimum of affective questions and discussion. h. ensures the discussions are directed towards the achievement of the objective. i. provides means to ensure that the students do not learn incorrect information evoked in ignorance. j. provides means to ensure that areas of ignorance or misinformation are recorded for exploration in objective enquiry. k. provides a strategy for the coach to bring the students to the realization that they need or want objective enquiry.			

6.	The objective enquiry: a. is built on the probable results of evocation. b. ensures that each student has the opportunity or direction to enquire into areas of weaknesses as determined in evocation. c. ensures that there are sufficient areas of exploration so the students can achieve the application. d. provides the opportunity and challenge for each student to learn aspects of the objective with which they were probably previously ignorant. e. provides tangible direction to students to specific items in the multi-media kit in accordance with their needs or wants determined in the evocation stage. f. if necessary contains declarative statements to be made by the coach which are essential to logically develop concepts and principles to be learned. g. provides demonstration steps to be carried out by the coach to present a visual image of how to perform an operation. h. provides practice steps to be carried out by the students which will result in the desired standard of performance. i. provides reference to and specifications for the use of any training aids developed or acquired for this stage. j. contains an evaluation strategy (means used to determine student learning or performance.) k. contains alternative plans or tutorial service which may be required by the slow learners. l. it is not a discussion period unless the objective is related to discussion.			
7.	The application: a. if behavioral, contains a specification for the achievement of the objective. b. if behavioral, contains a statement of when the students will perform (during the lesson or after some additional time frame to allow further study and absorption).			

	c. if affective, contains a specification of how the achievement may be determined. d. contains a lesson summary for the coach to re-emphasize important ideas, procedural steps and a closing statement to leave the students with a strong, lasting impression of the importance of the lesson.			
8.	The sentence structure is clear, simple, and straightforward.			
9.	The multi-media kit: a. contains detailed information needed by the student to perform the application. b. is not a collection of trivia about the subject. c. contains items for individual enquiry. d. does not contain extraneous material. e. is indexed sufficiently so a student or a group can readily ascertain which items are required for objective enquiry. f. has a varied media approach. g. is broken up into small segments (sections or chapters rather than complete books). h. would be readily and economically duplicated for use by other institutions.			
10.	The evaluation of the lesson: a. records students' ideas on the strengths, weaknesses and requirements of the lesson. b. records the coaches' criticisms and suggestions for improvement. c. records the supervisors' criticisms and suggestions for improvement. d. records the good and poor behaviors of the coaches insofar as they affect the lesson. e. records the effectiveness and applicability of each stage of the lesson.			

Serials requiring further development:

Evaluated by: Date:

SOME DETAILED RECOMMENDATIONS

Skills Added

1. In identifying and sequencing the skills found in the Life Skills Coaching Manual, a few additional skills were found to be needed to complete and complement the problem solving and human relations skills. These skills are grouped in the major classifications.

A. Gather Data/Information

- Decide whether he has to go to a resource person or facility to obtain data.

This skill will help the group and the individual student locate data/information which is not immediately available. Data gathering in the present course is confined largely to the ability of the group to generate answers through brainstorming, discussion, and application of the problem solving system. A valuable after-course skill will be knowing when and how to gather data or information from resources within the community.

B. Develop Plans

- Sequence a simple task.

The sequencing of tasks is often necessary before a person can realistically establish a plan to resolve a problem or modify his behavior. The skill of sequencing should better equip the student to meet a variety of problems.

C. Evaluate Plans

- Evaluate the validity of a simple task.
- Modify goals or plans as a result of evaluation findings.

The evaluation of individual progress toward an established goal or task proved to be the most neglected area of skill development. Although each lesson contains its own evaluation, or the means to evaluate, they seldom considered individual achievement. While strengthening this entire block of skills, we need to provide the student with the opportunity to evaluate the validity of a task, as well as the ability to modify his goals or plans when personal evaluation proves them to be faulty or ineffective.

D. Individual Intake Communication

- Defer judgement while de-coding a written or oral message.
- Apply judgement after de-coding a written or oral message.

Although the course often refers to the deferring of judgement as it is related to brainstorming, it was considered that the desirable after-course skill connected with deferring judgement was the ability while listening or reading to refrain from passing judgement upon the sender's comments until he has had opportunity to complete his thought; then, after fairly gathering the sender's message, to be able to apply judgement and formulate decisions about it.

Group and One-to-One Communication

- Adopt the attending behaviors of "responsible reflection".

The Life Skills Course teaches well the physical skills connected with the attending behaviors--eye contact, verbal following, and body following. The course should emphasize that these physical signs of following responsibly reflect the feelings and the comprehension of the listener. If they do not do this, they detract from rather than add to the communication process.

- Co-operate with persons of authority on identified tasks.

Life Skills students have demonstrated an ability to co-operate with their peers in the group, and, while in the group, converse well with persons of authority. The course should perhaps take them one step further, enabling them to converse or work with a person in authority on an individual basis.

- In a group discussion:

  --Introduce single concepts at a time.
  --Build on previous discussion.
  --Introduce new concepts for continued discussion.

As one of the major instructional processes is group discussion, the student should be introduced to the basic skills of group discussion early in the course.

Structure of the Course

2. In examining the structure of the course and the methods of delivery, we recommend these changes:

   A. The format of the lessons should no longer be tied completely to the five step model, but the developer should have some freedom to vary the format to complement the learning requirements of each lesson.

   B. A core of skills should be developed and from these a core of lessons which would represent the shortest course offering all essential skills.

   C. In preparation of core lessons, the needs of the less advanced student should be kept in mind, and the manual should provide opportunities for this student to advance through the levels of learning until he has the skills within his repertoire.

   D. A number of coping or task lessons should be developed in areas which have universal or nearly universal application, and these should become part of the core. Added to these should be a number of coping lessons which a coach or group can adapt to their personal needs which consist of a well written over-view suggesting methods and materials.

   E. The names of the lessons should be changed to be more descriptive of the lesson content.

Skill Development

3. It is recommended that every skill incorporated into the core should provide the student with directions which insure that he is introduced to the skill and has opportunity to practice it both in the group and individually, that within skill development the following should be provided:

   A. Behavioral Objectives which where possible meet the following criteria:
      (1) Stated from a student's point of view.
      (2) Stated in observable behaviors.
      (3) Specifies the condition under which the behavior will be performed.
      (4) Specifies acceptable levels of performance.

   B. Exposure Levels.
      (1) The manual should provide for exposure of the skill so that the student has accurate knowledge of the skill and its application.

(2) The manual should provide the student with opportunities to model and see each skill modelled in an appropriate setting.

C. Practice Levels.

(1) An opportunity should be provided where each student can model the skill.

(2) The manual should provide that each student has ample opportunity to perform the skill within the group situation.

(3) The coach should be instructed to look for and record evidences of the student performing the skill outside of the group, or, in his own volition, applying the skill to a real situation within the group.

(4) The manual should provide enough practices that the skill can be considered within the repertoire of the student when the data is applied to the measurement tools used in the body of this report.

(5) The manual should provide with each lesson or with each related cluster of lessons a series of pre and post tests to facilitate the self evaluation of the student of the skill or skills being taught, as is now found in Lesson 28, Using Fact Finding Questions.

The Coping Skills or Tasks

4. A number of coping or task areas were identified. These are exposed to the students, but few of them reached the practice level. It is proposed that the coping skills be used in two ways:

A. Exposed to the students to form a realistic setting for the teaching and practicing of problem solving and human relations skills.

B. Developed through a series of exposure and practice, and measured, as has been suggested for problem solving and human relations skills.

SUMMARY OF FOLLOW-UP INTERVIEWS WITH PARTICIPANTS OF THE YWCA LIFE SKILLS PROGRAM

Ann Richmond
Co-ordinator Life Skills
YWCA of Metropolitan Toronto

SUMMARY OF FOLLOW-UP INTERVIEWS WITH PARTICIPANTS OF THE YWCA LIFE SKILLS PROGRAM

The YWCA conducted three life skills courses for women in provincial low rent housing projects in Metropolitan Toronto. Each course was conducted three half days per week over a period of X weeks.

Four months after the Life Skills Program was concluded time was spent in contacting the participants of that program to discover in what areas (if any) they had benefited from the program.

This report is based mainly on the views of the women, who took an active part, in the program.

Of a total of 41 women, 37 were interviewed.

- 7 had moved away from Ontario Housing
- 11 had gone to work
- 4 had enrolled in courses to further their education i.e. University, Nurses Aid, George Brown Commercial
- 3 had enrolled in correspondence courses
- 12 had undertaken to care for other children for additional income
- 8 had become volunteers

For some of the women several of the above changes had occurred.

No one credits the Life Skills Program fully for these changes. But the participants expressed the realization that the program certainly was a tool which enabled them to see the skills they had and how best they could be used.

One woman saw no benefit for herself from the program although she was a regular attender.

All of the women felt that the Life Skills course developed their self-confidence in their abilities and their desire for improvement.

For 75% of the women this was their first group experience.
- they would all like to join a group in the future because this group was a good experience.
- as a participant of a future group they felt that they would integrate more easily.
- 50% of the women find it easier to make friends now even though they might be shy or out-going.

Most of the women felt an inward change in themselves - they felt better about themselves. They became aware of the assumptions they had about themselves and others;they learned to question these assumptions; they learned to direct their emotions into more productive channels; they learned to keep their fear, anxiety, shyness, and embarrassment under control, and through seeing themselves on the video, their dress and grooming automatically improved. No one could say that the Life Skills course helped them to avoid creating problems for themselves, but they all know better now how to get help with their problems simply because they can now better express their needs.

Video-tape was fascinating, some of the women found its entertainment value surpassed its educational value. But participants felt that they did learn about themselves because of its presence.

Role-play situations helped in the following ways:
-questioning skills were developed - participants learned to be persistent until they were understood
-listening skills were developed - they learned to hear the other person's point of view and some still try consciously to understand the other person's position.

All of the women found getting out with other adults and being away from their children for a while one of the greatest assets of the program.

For most women, the Life Skills course made a definite difference in how they dealt with their children. They tended not to react purely from their point of view, but to look at it from the child's point of view as well. Also they tried now to look at different ways of handling a problem first, rather than using the first solution that came to mind. No one noticed any difference in how their children got along at school or with their friends, but the women did feel better able to help with problems that might come up. Some of the women said that they fought more with their husbands now about child development, because their husbands had not been exposed to these different ways of handling children.

When questioned about differences in how they got along with other relatives, the women could see no difference at all, nor could they see any difference in how they handled meals, clothing, budgeting, housing, or transportation. No one had been in a situation where the help of a community agency was needed; however, they all agreed that if they needed to do so they would now know where to go and how to approach the people they would need the service from. Women who were involved in using other resources in the community such as the library and recreation places continue to do so, and the ones who didn't before, don't now either.

While we were doing the program last year, the primary need appeared to be family problem-solving. Few women expressed the need to find a job until their children were in school all day long. The follow-up interviews indicate that this area of the program should not be overlooked during the coming year, as a significant number are now employed.

It should be noted in reading the above summary that:
-the women were participants in the program over a three month period three times a week.

- the follow-up interviews took place after the summer, which is often a quiet time in people's lives.
- this was "a first time" for the YWCA in delivering this program.

INTERPERSONAL AND REASONING SKILLS TRAINING FOR MANPOWER DEVELOPMENT

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Training Research and Development Station

INTERPERSONAL AND REASONING SKILLS TRAINING FOR MANPOWER DEVELOPMENT

The Life Skills course was developed for a general audience considered to be in need of problem solving skills in all aspects of their life responsibilities. The Training Research and Development Station has undertaken a study of the interpersonal and reasoning skills required in employment in order to identify the specific life skills appropriate to occupational training. The details of this study are provided in the report Generic Skills in the Reasoning and Interpersonal Domains published by the Training Research and Development Station. The taxonomies of these skills are presented on the following pages.

TAXONOMY OF

TERMINAL OBJECTIVES				ENABLING OBJECTIVES
USE COMMUNICATION ATTENDING BEHAVIORS	ATTEND BY EYE CONTACT AND BODY POSTURES	INTERPRET INTENT OF BODY POSTURE, GESTURES AND EYE CONTACT USED TO SUPPORT CONVERSATION	IDENTIFY MAIN POINTS MADE BY OTHER SPEAKER	IDENTIFY FACTS FROM OPINIONS IN ORAL STATEMENTS
	USE BODY POSTURE, GESTURES AND EYE CONTACT TO FACILITATE OWN COMMUNICATION	IDENTIFY OVERT BEHAVIORS WHICH MAY SHOW INABILITY TO HEAR OR UNDERSTAND	IDENTIFY OVERT CUES WHICH MAY INDICATE OTHERS' DIFFICULTY IN UNDERSTANDING CONCEPT	PARAPHRASE AND PERCEPTION CHECK TO FURTHER UNDERSTANDING OF OTHER
	IDENTIFY OBVIOUS ROLE DISTANCE REQUIREMENTS	IDENTIFY OBVIOUS MOOD INDICATORS	MAINTAIN AN APPROPRIATE EMOTIONAL CLIMATE	IDENTIFY AREAS WHERE OTHER PERSON TALKS FREELY
CONVERSE IN ONE TO ONE COMMUNICATION	PREFACE JOB CONVERSATIONS WITH STATEMENTS OF INTENT	COMMUNICATE INFORMATION IN A SEQUENCED AND ORGANIZED MANNER	INTRODUCE SINGLE CONCEPTS AT A TIME	BUILD ON CONCEPTS PREVIOUSLY INTRODUCED
	STATE AND SUPPORT OWN POINT OF VIEW	DIRECT CONVERSATION TO DESIRED OUTCOMES	ENSURE OTHER HAS OPPORTUNITY TO STATE AND SUPPORT POINT OF VIEW	SUMMARIZE POINTS MADE IN DISCUSSION

INTERPERSONAL SKILLS

CHECK OWN ASSUMPTIONS BY ASKING CLOSED QUESTIONS

PARAPHRASE TO FACILITATE OWN UNDERSTANDING

RECOGNIZE HOW THE SPEAKER'S THRUSTS DIFFER FROM YOURS

ENCOURAGE COMMUNICATION BY APPROPRIATE SUPPORTING STATEMENTS

IDENTIFY MEMBERS OF AUDIENCE WHO AGREE AND THOSE WHO DISAGREE WITH POINTS MADE

IDENTIFY IMPACT OF SPECIFIC WORDS OR THEMES

IDENTIFY THE POINT WHERE FURTHER CONVERSATION IS UNNECESSARY

RECOGNIZE WHEN EMOTIONAL APPEALS ARE USED TO COMPENSATE FOR DUBIOUS REASONING

INTERPRET BEHAVIORAL CUES OF ROLE STATUS

INTERPRET BEHAVIORAL CUES OF MOOD CHANGES

INTERPRET BEHAVIORAL CUES OF PSYCHOLOGICAL DISTANCE

PREFACE STATEMENTS TO INDICATE FACT OR OPINION

OBTAIN INFORMATION BY FACT FINDING QUESTIONS

HANDLE A FREE WHEELING CONVERSATION FOR OTHER PERSON'S DIVERSION

CONTROL GROUP DISCUSSIONS	DEVELOP AN AGENDA FOR A STRUCTURED MEETING	PREFACE STRUCTURED MEETINGS WITH A STATEMENT OF INTENT	PARAPHRASE WHERE APPROPRIATE TO SUPPORT INTENT OF SPEAKER	INHIBIT DISRUPTIVE BEHAVIORS
PARTICIPATE IN FACTUAL PRESENTATIONS	PREPARE NOTES FOR AN ORAL PRESENTATION	PREPARE A MANUSCRIPT FOR AN ORAL PRESENTATION	DELIVER AN ORAL PRESENTATION FROM NOTES	DELIVER AN ORAL PRESENTATION FROM A MANUSCRIPT
PARTICIPATE IN CONCEPTUAL PRESENTATIONS	DETERMINE OR ANTICIPATE THE LEVEL OF RELATED KNOWLEDGE OF THE AUDIENCE	SELECT APPROPRIATE PRESENTATION AIDS NEEDED TO SUPPORT ORAL COMMUNICATION	DETERMINE OPTIMUM ENVIRONMENTAL CONDITIONS NEEDED FOR PRESENTATION	ARRANGE OR ACCOMMODATE TO THE GIVEN PHYSICAL ENVIRONMENT
PARTICIPATE IN PERSUASIVE PRESENTATIONS	DETERMINE OR ANTICIPATE THE NEEDS AND EXPECTATIONS OF THE AUDIENCE	DETERMINE OR ANTICIPATE THE POSSIBLE OBJECTIONS OF THE AUDIENCE	IDENTIFY THE KEY MEMBERS OF THE AUDIENCE	DELIVER AN ORAL PRESENTATION WHICH TAKES INTO ACCOUNT EXPECTED AUDIENCE REACTION
USE SUPERVISORY/INSTRUCTIONAL COMMUNICATION	MAINTAIN RECORDS OF SUBORDINATES, CHARACTERISTICS AND SKILLS	ASSIGN WORK	GIVE PEOPLE DETAILED WORK INSTRUCTIONS	MONITOR AND EVALUATE PEOPLE'S CHARACTERISTICS AND SKILLS
	QUESTION WORKER TO DETERMINE WHICH TASKS AND SUB-TASKS HE CAN NOW PERFORM	EXPLAIN TO THE WORKER THE METHODS AND SEQUENCE OF WORK PERFORMANCE	DEMONSTRATE EXPECTED WORK PERFORMANCE TO THE REQUIRED CRITERIA	SUPERVISE AND PROVIDE FEEDBACK FOR HANDS ON EXPERIENCE UNTIL CRITERIA ACHIEVED
USE INTERVIEWING/COUNSELLING COMMUNICATION	DETERMINE, WHERE POSSIBLE, OUTCOMES OR RESULTS OF THE INTERVIEW SITUATION	DETERMINE REQUIREMENTS TO GIVE OR RECEIVE INFORMATION FROM OTHERS	STUDY AVAILABLE INFORMATION ABOUT APPLICANT, WORKER OR CUSTOMER	ESTABLISH THE ENVIRONMENT AND METHODS APPROPRIATE TO THE INTERVIEW SITUATION
	AS APPROPRIATE, ADJUST OR ADJUST TO THE OTHER PERSON'S MOOD	ESTABLISH OR ADJUST TO THE ROLE OR PSYCHOLOGICAL DISTANCE	OBTAIN INFORMATION BY ASKING CLOSED AND OPEN QUESTIONS	CHECK OTHER PERSON's ASSUMPTIONS BY ASKING CLOSED QUESTIONS

ACHIEVE COMPROMISES BETWEEN POINTS OF VIEW	CLARIFY INTENT OF OTHER'S COMMUNICATION BY USING PROBING QUESTIONS	ENSURE THAT EACH PERSON CONTRIBUTES TO GROUP CONVERSATION COMMENSURATE WITH THEIR ROLE AND THE VALUE OF WHAT THEY HAVE TO OFFER	SUMMARIZE IDEAS, POINTS AND DECISIONS	POLL TO DETERMINE CONCENSUS OF GROUP
IDENTIFY APPROPRIATE AUDIENCE RESPONSES TO BE MADE DURING OR AFTER A PRESENTATION	BE ABLE TO ASK QUESTIONS OR MAKE STATEMENTS DURING OR AFTER A PRESENTATION			
DELIVER ORAL PRESENTATION, USING AIDS AS NECESSARY	INVITE AUDIENCE INTERACTION	HANDLE AUDIENCE INTERACTION BY PARAPHRASING, SUPPORT OR AUTHORIATIVE STATEMENTS	HANDLE IRRELEVENT OR DISTRACTING AUDIENCE BEHAVIORS	
MODIFY PRESENTATION TO ACHIEVE AUDIENCE RAPPORT	IDENTIFY BEHAVIORAL CUES WHICH INDICATE AUDIENCE ACCEPTANCE OR REJECTION			
PROVIDE CONSTRUCTIVE FEEDBACK TO OTHER PEOPLE				
AS APPROPRIATE, COMPROMISE TO EFFECT RESOLUTION	ENSURE BEHAVIORAL CHANGE BY APPROPRIATE FEEDBACK OR DISCIPLINE			

TAXONOMY OF

TERMINAL OBJECTIVES				ENABLING SKILLS
OBTAIN AND ORGANIZE JOB RELATED INFORMATION	DETERMINE JOB TOOLS, MATERIALS AND EQUIPMENT REQUIREMENTS FROM BOOKS OR GUIDES	DETERMINE JOB METHODS AND PROCEDURES FROM BOOKS OR GUIDES	OBTAIN JOB RELATED INFORMATION FROM BOOKS OR GUIDES	OBTAIN JOB RELATED THEORIES FROM BOOKS OR GUIDES
ESTIMATE, SEQUENCE TASKS AND SET JOB PRIORITIES	ESTIMATE DURATION OF TIME REQUIRED TO PERFORM ROUTINE FUNCTIONS	ESTIMATE WEIGHT OF COMMON OBJECTS	ESTIMATE LENGTH, WIDTH OR HEIGHT OF COMMON OBJECTS OR DISTANCE BETWEEN OBJECTS	ESTIMATE AREA OF COMMON OBJECTS
SET JOB OBJECTIVES AND DETERMINE METHODS OF ACHIEVING THEM	DESCRIBE JOB GOALS IN OBSERVABLE TERMS WITH CRITERIA AND CONDITIONS	DESCRIBE AND SEQUENCE ACTIVITIES NEEDED TO ATTAIN GOALS	GENERATE ALTERNATIVES TO ACHIEVE GOALS BY BRAINSTORMING AND QUESTIONING TECHNIQUES	SET CRITERIA TO RATE AND RANK ALTERNATIVES
DEFINE OR DIAGNOSE JOB PROBLEMS	DISTINGUISH BETWEEN RELEVANT AND NON-RELEVANT INFORMATION ABOUT A JOB PROBLEM	RECOGNIZE AND TRACE BACK CAUSE (PROBLEM) AND EFFECT (SYMPTOM) RELATIONSHIPS	IDENTIFY POSSIBLE PROBLEMS FOR A GIVEN SYMPTOM, FROM BOOKS OR GUIDES	ESTABLISH A PRIORITY LIST FOR GIVEN SYMPTOM AND GIVEN POSSIBLE PROBLEMS
SELECT METHODS TO RESOLVE JOB PROBLEMS	GENERATE ALTERNATIVE SOLUTIONS TO A PROBLEM (BRAINSTORM, 6W QUESTIONS, LITERATURE SEARCH, ETC.)	SELECT THE MOST APPROPRIATE ALTERNATIVE (PROS & CONS, RATE BY CRITERIA, USE BOOKS, GUIDES OR EXPERTS, ETC.)		
PLAN AND CO-ORDINATE	IDENTIFY ACTIVITIES NEEDED TO ACHIEVE AN ASSIGNED OBJECTIVE OR PROJECT	SEQUENCE ACTIVITIES NEEDED TO ACHIEVE AN ASSIGNED OBJECTIVE OR PROJECT	PREPARE PLANS (VERBAL OR DIAGRAM) SHOWING SEQUENCE AND INTER-RELATIONSHIPS OF ACTIVITIES	IDENTIFY *RESOURCES NEEDED TO CARRY OUT AN OBJECTIVE OR PROJECT (*TIME, FUNDS, PERSONNEL, EQUIPMENT, MATERIAL, ACCOM.)
IMPLEMENT WORK	CHECK RESULTS OF WORK TO ENSURE THAT GIVEN STANDARDS OF QUALITY, QUANTITY AND TIME ARE ACHIEVED	SET STANDARDS OF QUALITY OF WORK	SET STANDARDS OF QUANTITY OF WORK	SET STANDARDS OF COMPLETION TIME OF WORK

REASONING SKILLS

DETERMINE SEQUENCE OF OPERATIONS FOR JOBS FROM BOOKS OR GUIDES
SORT DATA OR OBJECTS BY GIVEN CLASSIFICATIONS
RATE DATA OR OBJECTS BY GIVEN CLASSIFICATION
RANK DATA OR OBJECTS BY GIVEN CLASSIFICATION
DEVELOP CLASSIFICATIONS TO SORT, RATE OR RANK DATA OR OBJECTS

ESTIMATE LIQUID CONTENTS OR CAPACITY OF COMMON CONTAINERS
ESTIMATE CUBIC MEASUREMENT OF COMMON OBJECTS
ESTIMATE COSTS (MATERIAL & LABOUR) FOR ROUTINE JOBS
BREAK ROUTINE JOBS DOWN INTO TASKS & SUB-TASKS AND SEQUENCE THEM BY ORDER OF BEING DONE
ESTABLISH WORK PRIORITY LIST FROM: GIVEN JOBS, DEADLINES & ESTIMATES OF JOB DURATION

ESTABLISH AN ALTERNATIVE PRIORITY LIST BY CRITERIA OR FORCE FIELD ANALYSIS
ANALYZE ALTERNATIVES BY USING APPROPRIATE "WHY" QUESTIONING TECHNIQUE
DEDUCE JOB RELATED INFORMATION (TOOLS, EQUIPMENT, METHODS, SEQUENCE) FROM BOOKS OR GUIDES FOR RELATED JOBS/TASKS

IDENTIFY POSSIBLE METHODS OF CHECKING OUT PROBLEMS FROM BOOKS OR GUIDES
GENERATE ALTERNATIVE STATEMENTS OF A PROBLEM
SELECT THE MOST APPROPRIATE STATEMENT OF A PROBLEM
IDENTIFY PROBLEMS BY USING PROBING QUESTIONS
IDENTIFY PROBLEMS BY USING SENSES (SEEING, HEARING, SMELLING, TOUCHING, TASTING)

ESTIMATE, BY ACTIVITY, THE RESOURCES REQUIRED TO CARRY OUT AN OBJECTIVE OR PROJECT
DETERMINE THE ACTIVITIES WHICH AFFECT PROJECT DURATION
PREPARE PLANS (VERBAL OR DIAGRAM) WHICH SHOW ACTIVITIES, SEQUENCES, RESOURCES, CRITICAL ACTIVITIES, ACTIVITY START AND COMPLETION DATES
ANTICIPATE FUTURE REQUIREMENTS BY PREPARING REQUISITIONS FOR RESOURCES

ESTABLISH PRIORITIES BETWEEN QUALITY, QUANTITY, AND COMPLETION TIME FOR WORK
DELEGATE AUTHORITY COMMENSURATE WITH RESPONSIBILITY FOR WORK PERFORMANCE
AMEND PLANS TO COMPENSATE FOR CHANGED CONDITIONS

These taxonomies have been converted into specifications for the development of training packages for interpersonal and reasoning skills.

Specifications are being prepared to direct and guide the development of generic reasoning and interpersonal curriculum training packages. At this time it would appear that there is a necessity to develop the following components:

1. Instructional objectives for each generic skill identified.
2. Diagnostic, placement and achievement techniques.
3. Individualized learning packages for those skills where suitable learning materials are not available.

Many of the identified skills do not lend themselves to the use of paper and pencil exercises and tests. Many of them will require some grouping of students to practise skill performance. Nevertheless, the prescriptive, diagnostic and self-paced aspects of individualization have been set as prime objectives. This means that methods will have to be developed to quickly and readily ascertain which students who enter the program already can perform any of the required skills and for those which they have not already mastered, where they need to commence the program. It also means that, regardless of the grouping techniques used, students should not be forced into a lock step process.

At this time it is foreseen that a combination of texts, mediated instruction and peer instruction may possibly meet the required objectives. There is considerable evidence that peer instructional systems can be effective and efficient, that students quickly develop the required skills and frequently prefer this method.

The training packages are to be designed to facilitate achievement of the following objectives:

1. To assist students to achieve the specific generic skills which are required for chosen occupations.
2. To allow students to gain recognition for skills attained outside the educational system.
3. To enable continuous intake and exit of students.
4. To provide a process by which adults may identify and acquire additional generic skills required to advance their careers.

The first and perhaps most important step in the preparation of the specifications for curriculum development is the specification of instructional objectives which describe the observable and measurable intent of the required outcomes of instruction for each of the identified skills. This is a fairly easy task for skills which are concrete and readily describable such as the elementary mathematics skills. It is extremely difficult in the field of interpersonal skills because of the attitudinal or affective requirements and the difficulty in establishing criteria. In examining such elementary skills as the use of attending behaviors (eye contact, body position and verbal following) criteria of skill mastery are difficult to establish. Verbal following is a useful skill to ensure that the intent of the speaker is understood - too much verbal following can distract from communication.

Similarly, skills of reasoning frequently involve a level of abstraction which is difficult to describe. Nevertheless, the instructional objectives will have to be written in precise, concrete terms so the development staff can prepare instructional packages with assurance that the instructional intent can be evaluated.

The instructional objectives for the reasoning skills have not, as yet, been developed.

The interpersonal instructional objectives which have thus far been developed are as follows:

The content of these instructional objectives are organized as follows:

UNIT I - ATTENDING BEHAVIORS

- ITEM A - ELEMENTARY ATTENDING BEHAVIORS
- ITEM B - COGNITIVE ATTENDING BEHAVIORS
- ITEM C - REACTIVE ATTENDING BEHAVIORS

UNIT II - ONE TO ONE CONVERSATION

- ITEM A - ARTICULATE ELEMENTARY CONVERSATION
- ITEM B - GIVE DIRECTIONS
- ITEM C - TASK FOCUSSED CONVERSATION
- ITEM D - PERSONABLE CONVERSATION
- ITEM E - EXPRESS OWN POINT OF VIEW

UNIT III - PARTICIPATE IN GROUP DISCUSSION

- ITEM A - PREPARATION FOR MEETINGS
- ITEM B - GROUP MAINTENANCE
- ITEM C - PRESENTATION OF INFORMATION OR DIRECTIONS
- ITEM D - RESPOND TO INFORMATION OR DIRECTIONS
- ITEM E - CONTROL GROUP DECISION MAKING
- ITEM F - PARTICIPATE IN GROUP DECISION MAKING

UNIT IV - PARTICIPATE IN ORAL PRESENTATIONS

- ITEM A - PREPARATION FOR ORAL PRESENTATION
- ITEM B - PRESENT FACTUAL INFORMATION
- ITEM C - LISTEN/RESPOND TO A FACTUAL PRESENTATION
- ITEM D - DELIVER A CONCEPTUAL PRESENTATION
- ITEM E - DELIVER A PERSUASIVE PRESENTATION
- ITEM F - REACT TO A PERSUASIVE PRESENTATION

UNIT V - SUPERVISORY AND INSTRUCTIONAL COMMUNICATION

- ITEM A - SUPERVISOR AND INSTRUCTIONAL COMMUNICATION

UNIT VI - INTERVIEWING/COUNSELLING COMMUNICATION

- ITEM A - PREPARATION FOR INTERVIEWING/COUNSELLING
- ITEM B - CONTROLLING INFORMATION CENTERED INTERVIEWS
- ITEM C - PROBLEM CENTERED INTERVIEWS

UNIT I ATTENDING BEHAVIORS

ITEM A ELEMENTARY ATTENDING BEHAVIORS

OBJECTIVES

1. Use eye contact and attentive posture to indicate attentiveness and facilitate other person's communication.
2. Use eye contact, gestures, and body posture to facilitate communication, while speaking.
3. Recognize and interpret intent of sub-verbal and non-verbal cues to assure own understanding of a verbal communication.
4. Identify overt behaviors which may indicate listener's inability to hear.

ITEM B COGNITIVE ATTENDING BEHAVIORS

OBJECTIVES

1. Identify the main thrust of another's communication.
2. Distinguish between fact and opinion in another's communication.
3. Identify behaviors which may indicate listener's inability to understand a concept.
4. Identify the behavioral cues which may be indicators of role distance factors such as: physically retreating or approaching, duration of the eye contact, tenseness or relaxation.
5. Identify the behavioral cues which may be indicators of obvious mood changes.
6. Maintain in self an appropriate emotional climate to facilitate the communication process.

ITEM C REACTIVE ATTENDING BEHAVIORS

OBJECTIVES

1. Determine the validity of own assumptions by asking closed question of the speaker.
2. Confirm own understanding of another's message by paraphrasing it.
3. Confirm own understanding of another's message by using perception checks.

UNIT II ONE TO ONE CONVERSATION

ITEM A ARTICULATE ELEMENTARY CONVERSATION

OBJECTIVES

1. Use physical and cognitive attending behaviors to facilitate the process of communication.
2. Use conversational style appropriate to other person's age, sex, role status, etc.
3. Preface job conversations with a statement of intent.
4. Sequence and organize information for oral presentation to another.
5. Introduce one concept at a time to facilitate the listener's understanding.
6. Relate new concepts to previous pertinent conversations.
7. State and support own points by citing knowledge, experience or observation related to the discussion.
8. Ensure that the other person has the opportunity to state and support his points of concern.

ITEM B GIVE DIRECTIONS

OBJECTIVES

1. Give direction to another clearly, concisely and sequentially.
2. Ensure other person has the opportunity to confirm his understanding of the directions.
3. Check other person's understanding of directions by questioning the key activities to be performed.
4. Summarize to ensure understanding of directions given.

ITEM C TASK FOCUSSED CONVERSATION

OBJECTIVES

1. Identify the oral communication activities necessary to achieve a given objective or project.
2. Sequence the oral communication activities necessary to achieve a given objective or project.
3. Manage a conversation to direct it toward achievement of the predetermined objective or project.

ITEM D PERSONABLE CONVERSATION

OBJECTIVES

1. Identify topics where the other person shows interest.
2. Determine, by overt responses to own conversation, whether the visitor or customer is interested in a free wheeling conversation or in a task focussed conversation.

3. Manage a free wheeling conversation for the purpose of diversion.

ITEM E EXPRESS OWN POINT OF VIEW

OBJECTIVE

1. State and support own point of view by citing knowledge, observation, experience, concerns or ideas related to the discussion.

UNIT III PARTICIPATE IN GROUP DISCUSSION

ITEM A PREPARATION FOR MEETINGS

OBJECTIVES

1. Describe and sequence activities needed to achieve the desired outcomes of a group meeting.
2. Develop an agenda for a structured meeting.

ITEM B GROUP MAINTENANCE

OBJECTIVES

1. Preface structured meeting with a statement of intent.
2. Ensure participation by group members according to their role and the relevance of their contributions.
3. Inhibit disruptive behaviours so the group can effectively proceed with the task.
4. Direct group discussion toward objectives of the meeting.

ITEM C PRESENTATION OF INFORMATION OR DIRECTIONS

OBJECTIVES

1. Give directions or information to a group clearly, concisely and sequentially.
2. Ensure that each group member has the opportunity to confirm his understanding and to seek clarification as required.
3. Test understanding of directions or information by asking probing questions.

ITEM D RESPOND TO INFORMATION OR DIRECTIONS

OBJECTIVES

1. Paraphrase to confirm own understanding of given information or directions.
2. Ask focused questions to clarify specific task directions.
3. Summarize given information and directions to demonstrate own understanding.
4. Take notes for any required future activity which are own responsibility.

ITEM E CONTROL GROUP DECISION MAKING

OBJECTIVES

1. Clarify speaker's intended meaning by paraphrasing.
2. Clarify speaker's intended meaning by asking probing questions.
3. Poll group members to determine if a point of concensus has been achieved.

4. Summarize group proceedings to permit discussion to advance, addressing as appropriate:
    a. points made;
    b. decisions reached;
    c. commitments agreed to.

5. Summarize opposing points of view and, appropriately mediate between them to effect compromise.

6. Identify the point where further discussion is counter-productive.

7. Direct the group to follow or comply with a particular point of view.

ITEM F PARTICIPATE IN GROUP DECISION MAKING

OBJECTIVES

1. State and support own point of view in a group with arguments intended to elicit support from other group members.

2. State and support a point of view in opposition to another position with arguments intended to elicit support from other group members.

3. Recognize the point where further disagreement with the group is counter productive and stop arguing.

4. Identify and state the points in the group position to which you can at least partially agree and request the group to proceed on the basis of your tentative agreement.

UNIT IV PARTICIPATING IN ORAL PRESENTATION

ITEM A PREPARATION FOR ORAL PRESENTATION

OBJECTIVES

1. Develop a list of resources to support oral presentation.
2. Prepare a plan showing the sequence and interrelationships of components of presentation.
3. Prepare resources to support an oral presentation.
4. Prepare guideline notes for an oral presentation.
5. Prepare a manuscript for an oral presentation.

ITEM B PRESENT FACTUAL INFORMATION

OBJECTIVES

1. Using guideline notes or manuscript, deliver a factual talk.
2. Use resources to support an oral presentation.
3. Use vocabulary attuned to the type of talk and level of understanding of the audience.
4. Invite audience to seek clarification of content material.
5. Respond to content questions by:
   a. rephrasing own statement.
   b. using examples.
   c. asking audience member to rephrase statement.

ITEM C LISTENING/RESPONDING TO A FACTUAL PRESENTATION

OBJECTIVES

1. Recognize and record main points of the speaker's presentation.
2. Identify appropriate responses or questions to be made during or after the presentation.
3. Make appropriate audience response during or following a presentation.
4. Ask probing questions during or following a presentation.

ITEM D DELIVER A CONCEPTUAL PRESENTATION

OBJECTIVES

1. Determine or anticipate the level of related knowledge of the audience.
2. Select information to be presented to achieve a given goal or criteria.
3. Select appropriate presentation aids needed to support a conceptual presentation.
4. Determine optimum environmental conditions needed for conceptual presentation.
5. Arrange or accommodate to given physical environment.
6. Invite the audience to question, challenge or comment on content points.
7. Paraphrase questions, challenges or comments to ensure own and audience understanding.
8. Tactfully dismiss irrelevant audience input.

ITEM E DELIVER A PERSUASIVE PRESENTATION

OBJECTIVES

1. Determine or anticipate the needs and expectations of the audience.
2. Determine or anticipate possible objections of the audience and design strategies to avert, compensate for or accommodate to these objections.
3. Identify key members of audience and represent the persuasive intent in a manner which will address their special needs or interests.
4. Deliver a persuasive presentation, addressing the needs and expectations of the audience, to accomplish the persuasive intent.
5. Modify style of delivery to achieve audience rapport.
6. Identify impact of specific words and themes on audience.
7. Identify behavioral cues which indicate audience acceptance or rejection.

ITEM F REACT TO A PERSUASIVE PRESENTATION

OBJECTIVES

1. Recognize how the speakers expressed thoughts differ from own.
2. Identify impact of specific words and themes.
3. Recognize when emotional appeals are used to compensate for weak arguments.
4. Distinguish between fact and opinion while listening to an oral presentation.
5. Recognize own point of decision regarding persuasive intent of speaker.

UNIT V SUPERVISORY AND INSTRUCTIONAL COMMUNICATIONS

ITEM A SUPERVISORY AND INSTRUCTIONAL COMMUNICATIONS

OBJECTIVES

1. Question worker to determine which tasks or sub tasks he can now perform.
2. Set objectives for workers and determine methods of achievement.
3. Develop, analyse and articulate course of action including criteria of time, sequence, quantity and quality.
4. Demonstrate expected work performance to the required criteria.
5. Supervise and provide feedback for "hands on" experience until performance criteria achieved.
6. Monitor and evaluate subordinates' skills, characteristics, achievements and deficiencies.
7. Maintain records of subordinates' characteristics, skills, achievements and deficiencies.

UNIT VI INTERVIEWING/COUNSELLING COMMUNICATION

ITEM A PREPARATION FOR INTERVIEWING/COUNSELLING

OBJECTIVES

1. Determine intended direction, and results of interview situation.
2. Determine the type and direction of required information.
3. Study available information about applicant, worker or customer to be interviewed.
4. Establish the environment and interview methods appropriate to the situation.

ITEM B CONTROLLING INFORMATION CENTERED INTERVIEWS

OBJECTIVES

1. Identify areas where interviewee speaks freely or is constrained.
2. Identify behavioural cues, indicating other's role status.
3. Interpret behavioural cues, indicating a mood change.
4. Interpret behavioural cues indicating other's psychological distance.
5. Obtain information by asking closed and/or open questions.
6. Check interviewee's assumptions by asking closed questions.
7. Adjust or accommodate to the other's mood, role or psychological distance as appropriate.

ITEM C PROBLEM CENTERED INTERVIEWS

OBJECTIVES

1. Establish or adjust to the mood, role or psychological distance of interviewee.
2. As appropriate, compromise divergent needs to effect resolution.
3. Ensure behavioural change by appropriate feedback, support or discipline.